



**DETAILED CURRICULA
FOR
PTC (PRIMARY TEACHING CERTIFICATE)
AND
CT (CERTIFICATE IN TEACHING)
PROGRAMMES
(Modified Edition)**

**Prepared by
NATIONAL COMMITTEES ON PEDAGOGICAL SUBJECTS
FOR ELEMENTARY TEACHER EDUCATION**

**Modified by
The Directors of Bureaux of Curriculum and Principals of
Elementary Teachers Training Institutions of Pakistan.**

**Published by
Teacher Education Sector (Curriculum Wing)
Ministry of Education, Islamabad.
April, 1976 - April, 1980.**

**Reproduced by
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Abbottabad
N. W. F. P.**

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**MEETING HELD AT COLLEGE OF EDUCATION
UNIVERSITY OF PESHAWAR**

**26-31 December, 1975 and at National Institute of
Teacher Education curriculum Wing, Islamabad
9-21 June, 1979.**



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Project Team

Dr. N.A. Baloch
Vice-Chancellor
University of Sindh

Chairman

1. **Dr. Shaukat Ali Siddiqi**
Deputy Educational Adviser. **Convenor**
2. **Mr. Gauhar Rehman Abbasi**
Assistant Educational Adviser **Secretary**
3. **Mr. Mohammad Ilyas Chughtai**
Assistant Educational Adviser **Member**
4. **Dr. Muhammad Jamshaid**
Principal
College of Education, Peshawar University. **Member**
5. **Mr. Muhammad Ishaq Khan**
Deputy Director
Bureau of Curriculum & Extension Services,
Abbottabad. **Member**
6. **Mr. L.R. Davis**
Unesco Adviser. **Member**

Modification Project Team

1. **Mr. Mohammad Rawal Veryamani**
Joint Educational Adviser. **Chairman**
2. **Mr. Gauhar Rahman Abbasi**
Acting Deputy Educational Adviser. **Director**
3. **Mr. Saqib Ali Khan**
Assistant Educational Adviser. **Organizer**
4. **S. Habib-ur-Rahman Shah**
Specialist Instructional Technology. **Organizer**

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PREFACE

(To modified Edition)

The National Education Policy has been introduced in the country since 1978. One of the major objectives of this policy is to bring the national curricula in line with Islamic faith and ideology of Pakistan. Accordingly the textbooks for school education were revised, reprinted and introduced throughout the country under the supervision of Curriculum Wing, Ministry of Education. But to achieve the objective, the most important thing considered was to reorientate the in-service teachers to Islamic way of life and Ideology of Pakistan and make suitable changes in the teacher training programmes in order to prepare future teachers according to our national requirements.

For this purpose a two week national workshop was organised by the Curriculum Wing in which about sixty Directors of the Bureaux of Curriculum and Principals of Elementary Teacher Training Institutions from all over the country participated. They were first given orientation in Islamic concept of education, Islamic way of life and other important aspects of Islam and Ideology of Pakistan by learned scholars in Islam. The participants were then asked to suggest necessary changes and additions in the existing curricula of PTC and CT teacher training programmes.

The group worked very hard and as a result of their deliberations a report came out with recommendations to Islamize PTC and CT curricula. The group has not only suggested the necessary alterations and additions in the present curricula but it has also recommended, in the light of principles of Islam, a code of conduct for teachers and Islamization of environment of the teacher training institutions throughout the country for the achievement of the desired goal. It is expected if this report is adopted and implemented in letter and spirit the requisite results will emerge.

We are grateful to all the persons/agencies who have cooperated and made the workshop a success. We are particularly indebted to the learned resource persons and the participants of the workshop whose deliberations resulted in a valuable report. We assure them of our co-operation in their time of need in connection with the implementation of this report.

ISLAM ZINDABAD

Islamabad, the 1st September, 1979

MOHAMMAD RAWAL VERYAMANI
Joint Educational Adviser
Ministry of Education
Curriculum Wing

PREFACE

(To First Edition)

The effective implementation of the Education Policy (1972-80) demands a fundamental and continuing reconsideration of teacher education programmes at both the pre-service and in-service levels. For this reason the PTC and CT curricula have recently been revised by the National Committee on Elementary Teacher Education Curriculum. In the light of the decisions of this Committee, various pedagogical groups were formulated which met in Peshawar during the month of December, 1975 and formulated further details of curricula for subjects approved by the National Committee. The reports of these groups have not been compiled to accelerate the process of implementation.

This revision has taken into account four essential aspects of the pre-service education of teachers; first the implications of the introduction of new curricula into schools from classes I to VIII, second a consideration of different methodologies of teaching, third the position of the child in the teaching-learning process and fourth the identification and definition of the role of the school in the community.

The introduction of new curricula relates in the first place to the national goals and aims of education as reflected in the Education Policy (1972-80). Curriculum construction and development requires, however, the identification of more specific and immediate objectives, varifiable in terms of pupil performances and related to the contents and concepts of the new syllabi. The new curricula for PTC and CT classes, therefore, emphasises the identification of objectives, course construction and lesson planning, the use of equipment and indigenous resources with particular emphasis upon the national teaching kits and a system of evaluation which relies almost exclusively upon continuous internal assessment.

With respect to the methodology of teaching, there is a movement away from a wholly didactic-reception learning situations to a more flexible interpretation of the teacher's role as a manager of appropriate learning experiences for the child and a resource person who operates in relation to the community in which the school is placed.

There is a clear recognition of the importance of teaching practice, and an increased awareness of both the immensely wide range of learning situations that are available to the child to be utilised by the teacher, and of the many modern techniques that a teacher may adopt to test the effectiveness of his performance in such situations

The teacher in training is required, moreover, to see the school as much more closely integrated with community life. The school has a major responsibility to meet the demands of the local situation, to assist in the development of a more effective use of community resources, and to utilise a problem centred curriculum which seeks to relate school experiences with such vital aspects as rural development, adult literacy, and population education.

The Ministry of Education (Curriculum Wing) would like to express its sincere gratitude to all those agencies and organizations which released their high level key personnel to attend the meetings of the National Committee in Quetta and a high level workshop in Peshawar. The Ministry of Education is particularly indebted to the illustrious services performed by Dr. N.A. Baluch, Vice-Chancellor, University of Sind, Chairman of the National Committee, under whose able guidance this important task has been completed in the form of the present report.

Equally our gratitude is due to the key personnel themselves. Their knowledge, their insight, their cooperation and their commitment were essential and in-valuable factors throughout the whole developmental process. The optimism with which one looks forward towards an increased professionalism in teachers at all levels is due, in no small measure, to their continuous efforts.

The report is now ready for implementation in our teacher training institutions. For any other details about the implementation programme, all queries may be addressed to Dr. Shaukat Ali Siddiqi, Deputy Educational Adviser and the convenor of the programme who has been designated to oversee the process of implementation of this report.

Islamabad, the 15th April, 1976.

Dr. R. A. Shah
Joint Educational Adviser

INTRODUCTION

(To modified Edition)

With the fall of East Pakistan, it was realised that the cata-strophy was the result of the intermittent anti-Muslim activities carried out in that part of the country by the Hindu teachers. It was their well thought campaign since the creation of Pakistan that the Muslims of the newly created country, Pakistan, may be convinced of the so-called impracticability of the Islamic System of Life in the context of the present day situation. They also hit upon the reliability of two-nation theory. Over and above that lately the previous Government of Pakistan overlooked the impact of Islam by letting out the propagation of Socialistic Views and gave rise to an ideological conflict. It created a chaos in the political and social life of the country. Consequently the public in general came out with the slogan of Nizam-i-Mustafa, the very genesis of the creation of Pakistan. As a result the defenders of the country had to take over on the 5th July, 1977 the reigns of the Government to avoid further deterioration and destruction.

The present Government soon after assuming the power introduced a number of Reforms in various fields of life to regain the normalcy and stability in the country. One of the salient features of these reforms is to revitalise the Islamic values in the society or in other words to Islamize all the Institutions of National Importance. The Education Sector, being the dominating one in bringing about the desired results in the society, was given due attention. The Curriculum Wing, Ministry of Education, Government of Pakistan took the initiative by organizing a national workshop on Islamization of Teacher Training programmes in the country. It was held in two cycles. The participants have reviewed the curricula of PTC and CT and proposed a number of recommendations in the existing curriculum in the light of the aims and objectives of the workshop which are reproduced below :-

- i) Review of the National Education Policy provisions for the orientation of teachers with particular reference to Islamic Education.

- ii) To analyse the various components of PTC/CT curricula and determine the nature, amount and kind of concepts and contents of Islam incorporated in various course offerings.
- iii) Identify and determine the nature and amount of contents and concepts of Islam which appropriately could be reflected in the various components of PTC and CT course offerings.
- iv) To consider the steps to implement the curriculum of Islamiyat in relation to :
 - (a) The curriculum requirements of PTC and CT.
 - (b) Training of Teachers.

The workshop provided an opportunity to the participants to share the views and experiences of educationists, scholars, administrators of repute. The deliberations and proceedings of the workshop really enriched and enlightened the participants. It can convincingly be assured that the purpose of the workshop has been achieved and the recommendations made if accepted are bound to bring about the required results.

The recommendations in the form of additions/alterations in the objectives and content areas (para-wise) of the existing curricula are given in the pages to follow.

In addition to the recommendations, the participants were of consistent opinion that in the wake of the present day situation and policies of the Government, teaching of Islamiyat should be made compulsory in PTC and CT programmes.

A part of the assignment was to draft a code of conduct for teachers'. The participants have also done this job judiciously.

It is hoped that if this code of conduct is adopted the results may be heartening and there may be a lot of improvement in the Teachers' Community.

The participants of the workshop earnestly believed that the recommendations proposed if implemented faithfully will serve the purpose in the shortest possible time. The changes will introduce new horizons in the environment of Teachers Training Institutions. The faculty members of these institutions being thus enlightened will impress upon the trainees the importance and value of Islamic teachings. The practical aspect of the training being of great importance, the teacher trainers and the trainees will develop and fashion their lives according to the tenets of the Holy Quran and the Sunnah. Further that these teachers will perform their duties with devotion and missionary zeal. They will have a deep sense of duty out of conviction and not compulsion.

GUIDELINES FOR THE PREPARATION OF CURRICULA FOR P.T.C. AND C.T. CLASSES

In order to formulate a viable curriculum for the PTC and CT classes, the Pedagogical Committees took account of the following areas:-

FRAMING OF COMPREHENSIVE SYLLABI

During the framing of the PTC and CT (one year course) the following aspects were considered by all the committees:-

- i) The objective of the course,
- ii) The concepts to be covered in the course,
- iii) The detailed contents of the course,
- iv) The activities and experiences proposed,
- v) The equipment required for the course,
- vi) The evaluation techniques of the course,
- vii) Suggested guidelines for text books writers.

SCHEME OF STUDIES

(a) Duration of Training

Both the PTC and CT Course will be of 48 weeks duration on a non-vocational basis. There will be a minimum of 33 working hours in a week, equally distributed on the subjects offered during a semester. A typical week will be divided into 45 periods of 45 minutes each with a recess of 1/2 hour daily except Fridays/Sundays. A semester system of education will be introduced. The structure of the courses will be as follows:

1. 1st semester	.. ..	18 weeks
2. Examinations and preparation	.. ..	1 week
3. Short-term teaching practice	.. ..	3 weeks
4. 2nd-semester	.. ..	18 weeks
5. Examination and preparation	.. ..	1 week
6. Long-term teaching practice	.. ..	5 weeks
7. Winter and spring breaks	.. ..	2 weeks
Total	.. ..	<u>48 Weeks</u>

(b) P.T.C. Courses**1st Semester:**

- (i) Principles of Education and Methods of Teaching (100 marks).
- (ii) Child Development and Counselling (100 marks).
- (iii-v) Three Methods of Teaching Courses in subject areas (300 marks).
- (vi) Short term teaching practice (3 weeks).

2nd Semester:

- (vii) School Organization and classroom Management (100 marks).
- (viii) Health and Physical Education (100 marks).
- (ix - xi) Three Methods of Teaching courses in Subject Areas (300 marks).
- (xii) Long term Teaching Practice (5 weeks).

(c) C.T. Courses**1st Semester:**

- | | | | |
|--------|---|-------|-------------|
| (i) | Theory and History of Education. | .. .. | (100 Marks) |
| (ii) | Child Development | .. .. | (100 Marks) |
| (iii) | General Methodology and Preparation of Teaching Aids. | .. .. | (100 Marks) |
| (iv-v) | Two Methods of Teaching Courses in subject areas. | .. .. | (200 Marks) |
| (vi) | Short term teaching practice. | .. .. | 3 weeks. |

2nd Semester:

- | | | | |
|--------|---|-------|-------------|
| (vii) | School and Community Development | .. .. | (100 Marks) |
| (viii) | Counselling, Testing and Evaluation. | .. .. | (100 Marks) |
| (ix) | Organization of Elementary Education and School Management. | .. .. | (100 Marks) |
| (x-xi) | Two methods of teaching courses in subject Areas. | .. .. | (200 Marks) |
| (xii) | Long term teaching practice | .. .. | (5 Weeks). |

SYSTEM OF EVALUATION

There will be an internal system of evaluation of the theory papers undertaken during a semester. The final evaluation of practical teaching will be made jointly by the head of the institution or his nominee and two external examiners appointed by the Principal. The PTC/CT certificates will be awarded by the Provincial Education Department on the recommendation of the training institution.

PROPOSED SCHEME OF STUDIES FOR P.T.C. PROGRAMME

PART I

THEORY

These courses are meant to equip student-teachers with the basic knowledge, teaching skills, educational theories and principles necessary for their understanding of their pupils and the effective development of the teaching-learning process. The student-teachers will study Content Courses given at Nos. 4 to 9 with equal emphasis on how to teach these subjects to primary school children.

Paper I	- Principles of Education and Methods of teaching.	100 Marks
Paper II	- Child Development and Counselling ..	100 Marks
Paper III	- School Organization and Classroom Management	100 Marks
Paper IV	- Language and Methods of Teaching ..	100 Marks
Paper V	- Mathematics and Methods of Teaching	100 Marks.
Paper VI	- Science and Methods of Teaching ..	100 Marks
Paper VII	- Social Studies and Methods of Teaching	100 Marks
Paper VIII	- Islamiyat/Islamic History and Methods of Teaching	100 Marks
Paper IX	- Arts and Practical Arts and Methods of Teaching	100 Marks
Paper X	- Health and Physical Education .. .	100 Marks

PART II

Teaching Practice	.. .	200 Marks
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PROPOSED SCHEME OF STUDIES FOR C.T. PROGRAMME

Professional Course:

It will have two parts:-

- (a) Theory.
- (b) Teaching Practice.

(a) Theory:

The subjects in this area are meant to equip the teacher with the basic knowledge of Principles and Theories of Education and proficiency in the use of modern techniques of teaching. The following are the subjects:-

1.	Theory and History of Education.	.. ..	100 Marks
2.	Child Development.	.. ..	100 Marks
3.	School and Community Development	.. ..	100 Marks
4.	General Methodology and Preparation of Teaching Aids	.. ..	100 Marks
5.	Counselling, Testing and Evaluation	.. ..	100 Marks
6.	Organization of Elementary Education and School Management	.. ..	100 Marks
7.	Special School Subjects and Methods of Teaching (4 courses)	.. ..	400 Marks

Four courses will be selected out of the following specific school subjects carrying 100 marks each:-

1. Mathematics	7. Fundamentals of Agriculture**
2. Science	8. Agricultural Education
3. Social Studies	9. Fundamentals of Industrial Arts**
4. Languages	10. Industrial Education
5. Arts and Crafts	11. Fundamental of Home Economics**
6. Islamiyat/Islamic History	12. Home Economics
	13. Any other subject approved for the Scheme of Studies.

(b) Teaching Practice

This will be conducted in two parts, namely short term practice and long term practice.

- Note 1 *Keeping in view the shortage of teachers in various subjects, the Headmasters/Principals will offer these courses in consultation with their respective Departments of Education. Provinces may choose to make any one of these subjects compulsory bearing in mind their specific requirements.
- 2 **These courses may be offered by those students who have not studied these subjects at FA/FSc level. This provision is being made to meet the shortage of Agro-Technical Teachers in the country.

ISLAMIZATION OF PTC CURRICULUM

In the plenary session of the workshop on the Islamization of the PTC and CT Curricula, on 9 June 1979 a Committee was constituted to make proposals and to suggest measures for the Islamization of the PTC Curriculum. The names of the members of the Committee are appended to this report.

In the first instance, the Committee went through the existing PTC curriculum word by word and examined it critically with a view to identifying those of its aspects and areas which needed Islamization. It would be pertinent to ask here as to what is meant by the term 'Islamization'. A definition or explanation of the term may be found in the following provisions of the National Education Policy, though the word as such is not used:

- (a) To foster in the hearts and minds of the people of Pakistan in general and the students in particular a deep and abiding loyalty to Islam and Pakistan and a living consciousness of their spiritual and ideological identity thereby strengthening unity of the outlook of the people of Pakistan on the basis of justice and fairplay.
- (b) To create awareness in every student that he, as a member of Pakistani nation, is also a part of the universal Muslim Ummah and that it is expected of him to make a contribution towards the welfare of fellow Muslims inhabiting the globe on the one hand and to help spread the message of Islam throughout the world on the other.
- (c) To produce citizens who are fully conversant with the Pakistan movement, its ideological foundations, history and culture so that they feel proud of their heritage and display firm faith in the future of the country as an Islamic state.

The report of the Committee on PTC has been divided into two parts. Part I contains review of the existing PTC curriculum and suggests certain modifications. Part-II makes general recommendations for the achievement of the desired purpose.

REVIEW OF THE P.T.C. CURRICULUM

Para 3 (vi) on page 63 of the Implementation Programme of the National Education Policy reads as under :

"The curricula of the pre-service teacher education programmes at PTC, B.Ed. levels will be evaluated and suitable modifications will be made in these curricula in the light of the findings of the evaluation reports".

Curriculum, will be evaluated in a comprehensive manner by employing the appropriate research techniques. Proper modification or revision of the existing curricula would be possible only in the light of evaluation reports. The modifications being suggested hereunder are based on the honest subjective opinion of the members of the Committee.

The Scheme of Studies for the PTC programme seeks to equip the student-teachers with (i) the basic knowledge, (ii) teaching skills, (iii) education theories and principles necessary for (a) their understanding of their pupils and (b) the effective development of the teaching-learning process. (Break up of the statement into clauses done to facilitate understanding). Hence this is the philosophy underlying the PTC programme. It is a secular philosophy most probably borrowed from the American or European sources. Nowhere does it reflect that it is meant for the prospective teachers of an ideological state. Nowhere does it emphasise their moral and spiritual training. It goes without saying that the teacher is the pivot of the educational system. He should not only possess adequate knowledge of his subject and be a master of the methodology of teaching, but first and foremost he should be a true Muslim committed to the ideology of Pakistan. It is, therefore, proposed that the philosophy of the PTC programme be restated as under :-

"These courses are meant to equip student-teachers first and foremost with the ideology of Pakistan the basic knowledge,"

We will now take up the PTC curriculum paperwise and suggest modifications alongwith their rationale where necessary.

PAPER - I

PRINCIPLES OF EDUCATION AND METHODS OF TEACHING (PTC)

I. Objectives:

By the end of the course it is expected that students will have achieved the following activities:-

(a) Cognitive:

1. Knowledge of the role of education in a developing Islamic society.
2. Knowledge of the Pakistani society.
3. Knowledge of the contribution of subjects taught in a school to the overall development of the child, especially his moral and spiritual development.
4. Knowledge of the process of curriculum development.

(b) Affective:

1. Appreciation of the effect of education on the Islamic society.
2. Practising and inculcating Islamic values in pupil teachers.
3. Commitment and respect for teaching as a profession.
4. Appreciating the use of head and hands for the improvement of teaching.

NOTE. - The skills portion will be covered in special methods of teaching course.

II. Meaning of Education

- (a) Definition of Education with special reference to the Muslim thinkers.**
- (b) Objectives of Education:**
 - (i) Development of individual in the light of the Holy Quran and the Sunnah.**
 - (ii) Transmission of culture.**
 - (iii) Reconstruction of society on Islamic lines.**
 - (iv) Vocational.**

III. Foundation of Education

- (a) Philosophical, with special reference to Islamic values and Ideology of Pakistan.**
- (b) Socio-economic:**
 - (i) Cultural and social pattern of Pakistani society.**
 - (ii) Development of Education in Pakistan with special reference to Primary Education.**

IV. Teaching Learning Process

Factors influencing learning:

- 1. Readiness**
- 2. Learning by doing**
- 3. Interest**
- 4. Motivation**
- 5. Participation**
- 6. Re-inforcement**

V. Principles of Effective Teaching

- 1. Understanding the child**
- 2. Knowledge of subject matter**
- 3. Commitment to the profession**
- 4. Use of A.V. Aids .**
- 5. Use of physical facilities of the institution .**
- 6. Community resources.**

VI. Methods and Techniques of Teaching

A. Methods:

- 1. Play-way method:**
 - (a) Kindergarten**
 - (b) Montessori**
 - (c) Simulation.**

2. Activity method
3. Project method
4. Unit method
5. Problem solving method

B. Techniques:

1. Question - Answer
2. Meaningful drill
3. Role playing
4. Group discussion
5. Dramatization
6. Story telling
7. Field trips

VII. Teaching Aids

1. Chalk board
2. Flannel board
3. Maps
4. T.V. and Radio
5. Pictures and Film strips

VIII. Lesson Planning

Steps in lesson planning:

1. Determination of objectives
2. Preparation of subject matter
3. Methods and A.V.Aids
4. Introduction, presentation and recapitulation
5. Evaluation

IX. Curriculum Development

(a) Definition of curriculum

(b) Process of curriculum development.

1. Determination of goals, aims and objectives
2. Content selection
3. Organization of the content
4. Implementation and evaluation
5. Modernization of curriculum in Pakistan.

X. Problems and their Suggested Solutions

1. Over crowding in classes
2. Single teacher schools
3. Drop outs in primary classes
4. Shortage of building and equipment
5. Social problems e.g. public interference.

XI. Activities

1. Reading of educational literature by the Muslim thinkers and educationists
2. Survey of the community to determine its educational needs
3. Study of the report of National Curriculum Committees on various subjects
4. Organizing field trips
5. Organizing punctuality and cleanliness weeks
6. Celebration of National Days and Islamic festivals

XII. Proposed Equipment

1. Library containing Islamic literature children, professional and reference books.
2. Establishment of book bank
3. Film projector
4. Film strips, T.V. and Radio sets

XIII. Evaluation

1. Principles of Education	.. .. .	50 Marks
2. General Methods of Teaching	.. .. .	40 Marks
3. Lesson Planning	.. .. .	10 Marks

There should be at least two tests during any Semester, Essay Type, Short question and objective type tests should be used for evaluation.

PAPER II**CHILD DEVELOPMENT AND COUNSELLING****(PTC)****I. Objectives**

In order better to understand the child, the teacher should at the end of the course, be able to :-

1. Describe the physical growth pattern of the child.
2. Describe the intellectual growth pattern of the child.
3. Outline the process of socialization at home, school mosque and community.
4. Outline the process of emotional growth to maturity.
5. Identify developmental tasks for primary school children.
6. Identify individual differences in children.
7. Discuss the relationship between learning and motivation.
8. Use various tests and other tools for counselling purposes.
9. Describe the techniques of individual and group counselling for educational and vocational planning.
10. Maintain a mental hygiene oriented environment in classroom.
11. Appreciate the importance of a good teacher-parent relationship.
12. Appreciate the importance of a good school-community relationship.

II. Contents of the Course

1. Scientific study of children:

- (i) Importance of understanding human development and behaviour.
- (ii) Methods of studying children-observation under normal conditions and observation under controlled conditions.

2. Physical Development:

- (i) Stages of Physical development up to 11 years.
- (ii) Growth and maturation.
- (iii) Effect of nutrition on physical growth.

3. Intellectual Development:

- (i) What is intelligence?
- (ii) Effect of environmental stimulation on intelligence.
- (iii) Effect of concrete experiences on learning.
- (iv) Development of concepts.

4. Social Development:

- (i) Stages of social development up to 11 years.
- (ii) The child and his family.
- (iii) The child in the school.
- (iv) Other socializing influences including the mosque.

5. Emotional Development:

- (i) Stages of emotional development up to 11 years.
- (ii) Influence of home environment on emotional development.
- (iii) Development of Islamic values in children.
- (iv) Signs of emotional stress in children.

6. Developmental Tasks:

- (i) The developmental tasks of Pakistani children up to 11 years.
- (ii) Differentiation of tasks in urban and rural children.
- (iii) Differentiation of tasks in male and female children.

7. Individual Differences:

- (i) Each child is unique.
- (ii) Main areas of individual differences (physical, social and emotional differences, interest abilities).
- (iii) Each child learns at his own speed.
- (iv) Individual differences and educational practices (grouping and individualized teaching).

8. Learning and Motivation:

- (i) Readiness for learning.
- (ii) Attention span.
- (iii) Learning with understanding.
- (iv) Part and whole learning.
- (v) Knowledge of results.
- (vi) Forgetting.

9. Mental Hygiene:

- (i) Implication of Mental Hygiene for classroom environment.
- (ii) Physical and emotional environment of the classroom.
- (iii) Orientation to the rules of classroom behaviour.
- (iv) Co-curricular activities and mental health.

10. Counselling:

- (i) Counselling in primary schools.
- (ii) Tools and techniques of counselling.
- (iii) Counselling and the teacher.
- (iv) Group and individual counselling.

11. Teacher, parents and Community:

- (i) Importance of the Teacher-Parent relationship.
- (ii) Importance of the Teacher-Community relationship.

III. Activities and Experiences

1. Attending at least three demonstrations in the class arranged by the teacher on how to observe, in which children of different ages are brought into the class by the teacher and students are shown how to observe various growth aspects.
2. Preparing check lists for observation of various growth aspects in children.
3. Observing children in the classroom situation with the help of check lists.
4. Preparing anecdotal records.
5. Filling in of at least two cumulative records.
6. Collecting information for classroom use on one of the vacations, for helping primary school children in educational and vocational planning.
7. Two interviews with the parents to get more information about their children and developing better relationship between school and parents.
8. The writing of a case study of one exceptional child, using the skills of observing, filling in of cumulative cards and knowledge of the course etc as a course team project.

IV. Teaching Aids and Equipment

1. Chalk board
2. Bulletin board
3. Observational check lists.
4. Cumulative record forms.
5. Charts and graphs of:
 - (i) Sensory perception.
 - (ii) Development of children.
 - (iii) Nutrition and effects of mal-nutrition.
6. Scale for measuring height and weight.
7. Projector and films on child development.
8. Radio.
9. Supplementary reading material.
10. Teaching machine - programmed instruction material.
11. Cassette tape-recorder.

V. Evaluation Strategies

There will be at least two examinations in the course. The format of examination will be short essays, objective type tests and longer essays.

Break down of the marks

1. Mid-term .. ..	.. .. .	30 Marks
2. Final examination	.. .. .	40 Marks
3. Observation reports, and other practical work.		15 Marks
4. Case study ..	.. .. .	15 Marks
Total ..		<u>100 Marks</u>

VI. Guide lines for the Authors

1. The committee has tried to stress the application of child development principles to enable the teachers to understand children. An effort has been made to minimize pedagogy and application has been emphasised. As far as possible, emphasis should be laid on the Islamic values of truthfulness, justice, tolerance, honesty, courage, honesty of purpose, simplicity, austerity, cleanliness, Islamic brotherhood (akhuwat), hard work etc. Examples from the life of the Holy Prophet (peace be upon him) and his companions be given to illustrate the Islamic Values.
2. It is suggested that the author should not try to be too brief in explaining things but, instead, wherever possible the principle should be illustrated by actual experiences, case study and research, carried out in Pakistan whenever possible.

3. Each chapter should have suitable questions and bibliography at the end so that the student teacher can go deeper into the subject if he so desires.
4. Book should also include check-lists for observation, sample problems lists, graphs and development chart and any other suggestion for practical work.
5. There is quite a lot of information on child development collected by various hospitals, Ministry of Health and Social Welfare and Universities Departments. These should be used in the text book writing.
6. Whenever possible reference should be made to Pakistani culture, Pakistani child rearing-practices, etiquettes and local research data.

PAPER III

SCHOOL ORGANIZATION AND CLASSROOM MANAGEMENT

(P.T.C.)

I. Objectives of the Course

At the end of the course, it is expected that the prospective teachers will be able to :-

1. Analyse the concepts of school organization, management and supervision.
2. Identify the patterns of organization of the schools in our country, with special reference to Primary Education.
3. Organise and manage teaching-learning activities within and outside the classroom.
4. Utilise optimally human and material resources available in and to the school.
5. Analyse the role of the teacher in the school and the community and as a disseminator of Islamic thought.
6. Maintain school and pupil records.
7. Identify the role of the school in the community.
8. Co-operate with community programmes such as adult education, population education and other religious, social, cultural and educational programmes.

II. Concepts and Detailed Outline of the Course

1. School Organization Management and Supervision:

- (i) Need for organization, management and supervision of schools.
- (ii) Difference between formal and informal organization.
- (iii) School as a formal organization.
- (iv) Organization of schools in our country (Elementary/primary/middle/secondary stage).
- (v) Purposes and functions of school management.
- (vi) Managerial set up within a school, district and division.
- (vii) Distinction between school management and supervision.
- (viii) The role of the supervisor in the improvement of institution.
- (ix) The role of the headmaster as a supervisor.

2. School Staff:

- (i) Teaching and non-teaching staff.
- (ii) Duties and responsibilities of teachers, headmaster and staff.
- (iii) Contributing factors towards the effectiveness of the school staff.

3. Problems of School Discipline:

- (A) Importance of Discipline in class and School:
- (B) Forms of in-discipline:
 - (i) Absence and irregularity.
 - (ii) Stealing and cheating.
 - (iii) Truancy
 - (iv) Disobedience.

4. Remedial Techniques:

(A) Rewards:

- (i) Encouragement.
- (ii) Appreciation.
- (iii) Recognition.
- (iv) Respect.
- (v) Giving positions of responsibility.
- (vi) Certification.
- (vii) Prizes.

(B) Punishment:

- (i) Reprimend in the light of the Islamic concept of punishment.
- (ii) Fine.
- (iii) Deprivation.
- (iv) Detention.
- (v) Corporal punishment under rules.
- (vi) Rustication.

5. School Building and Physical Facilities:

- (i) Consideration for the selection of the school site and building design.
- (ii) Considerations of the needs of children in the designing and provision of school furniture, equipment and other facilities.
- (iii) Maintenance of the school building and equipment.
- (iv) Use and maintenance of the school library and playgrounds.

6. Time Table:

- (i) Need for Time Table.
- (ii) Kinds of Time Table.
- (iii) Consideration for framing the Time Table.

7. Admission and Promotion:

- (i) Existing policies and rules governing admissions and promotion.

8. School and Community:

- (i) Importance of the school and community relationship.
- (ii) Use of school facilities for community activities, and vice versa.
- (iii) Measures for promoting a closer relationship between school and community through religious functions, parent days, prize distribution, exhibition, plantation week and student works programme.

9. Adult and Population Education:

(A) Adult Education:

- (i) The purpose of adult education.
- (ii) Agencies and programmes connected with adult education.
- (iii) Identifying needs, initiating and -running adult educational centres.
- (iv) Follow up activities.
- (v) Meeting educational needs of the adult population.
- (vi) Methods of teaching adults.

(B) Population Education:

- (i) The purpose of population education.
- (ii) Population growth and economic development.
- (iii) Population growth and social development.
- (iv) Population growth and educational development.

10. Co-curricular Activities:

(A) Consideration for organization and supervision of the following co-curricular activities :-

Games and sports, bazme-adab, drama, field trips, celebration of religious and national days, school museum, school garden, contests for speeches, Na'at Khani, Husn-i-Qirat, Cubbing and Blue Bird.

(B) Character Building:

- (i) The role of school.
- (ii) The teacher's role - academic and religious.
- (iii) The role of co-curricular activities.
- (iv) The dignity of labour in the light of the life of the Holy Prophet (peace be upon him).

11. School Records:

- (i) Need and importance of school records.
- (ii) Rules and regulations pertaining to the maintenance of the following registers:-
 - a) Class attendance register.
 - b) Admission and withdrawal register.
 - c) Teachers attendance register.
 - d) Admission form file.
 - e) School leaving certificate file.
 - f) Acquittance roll.
 - g) Monthly return of statistics file.
 - h) Receipt and despatch register.
 - i) Stock register.
 - j) Library register (stock and issue).
 - k) Long book/visitors book.
 - l) Order book.
 - m) Examination register.
 - n) Cumulative record.
 - o) School funds register.

III. Activities and Experiences Proposed

- 1. Preparation of school organizational charts.
- 2. Preparation of charts showing managerial set up.
- 3. Field trips to education offices.
- 4. Making the models of school building.
- 5. Practical work in maintaining and using library facilities with the library incharge.
- 6. Preparation of model time tables for single teacher, double teacher and multiple teacher schools.
- 7. Completing cumulative records.
- 8. Student work programmes.
- 9. Participation in community programmes.
- 10. Preparation in co-curricular activities.
- 11. Preparation and completing examples of all the prescribed forms and registers.

IV. Evaluation

Two written tests	.. ..	70 Marks
Written assignments	.. ..	10 Marks
Participation in practical work	.. ..	20 Marks
Total ..		<u>100 Marks</u>

V. Guide Lines for the Authors

1. Joint meetings of authors and the curriculum planners is considered essential.
2. Practical aspects of this course are to be emphasized.
3. The author should suggest supplementary reading material, especially Islamic literature and Islamic History.
4. Related questions and practical exercises should be suggested at the end of each chapter.
5. Bibliography should be given at the end of book.
6. Concepts should be made clear with the help of illustrations, charts, tables and graphs.
7. The language of the text book should be as simple and clear as possible.
8. The authors should keep in mind the Pakistani socio-cultural and religious imperative while writing the text book.

PAPERS IV TO X**CONTENT AND METHODS OF TEACHING FOR PTC SUBJECT AREA****INTRODUCTION**

Each of these Courses will be divided into two parts:

Part - I	Content	.. ..	60 Marks
Part - II	Methodology	.. ..	40 Marks
Total ..			<u>100 Marks</u>

PART I - SUBJECT AREAS

1. Languages (to be adjusted within various provinces).
2. Mathematics.
3. Science.
4. Social Studies.
5. Islamiyat/Islamic History.
6. Arts and Practical Arts.

For the objectives, concepts, activities, A.V.Aids and contents of the above mentioned courses, one should refer to the approved curricula and syllabi for classes I to V. However, further details for the methodology part of the course are given below :-

PART II - METHODOLOGY

In this part the methods of teaching of the subjects listed in Part-I (Content Areas) are discussed. Particular methods should be employed in various academic courses whenever appropriate.

1. Objectives

At the end of this course the prospective teacher is expected to:-

1. outline a basic methodology in the teaching-learning process.
2. be acquainted with the application of different methods to different subject areas.
3. develop a creative approach in his teaching.
4. be able to develop A.V.Aids from indigenous materials and to use them effectively.
5. be able to integrate various subjects and use appropriate methods of teaching.
6. be able to identify cognitive, affective and psychomotor objectives.

2. Equipment

In order to increase the effectiveness of the teaching learning process the following equipment is thought to be necessary :-

- | | |
|--------------------------------------|---|
| 1. Films (Documentary) | 10. Tape - Recorder |
| 2. Filmstrips. | 11. Lingue - Phone. |
| 3. Film slides. | 12. Wooden or plastic blocks for language & mathematics teaching. |
| 4. Pictures. | 13. Geometrical Box (large size). |
| 5. Photographs. | 14. Overhead projector & transparencies. |
| 6. Illustrations. | 15. Science equipment. |
| 7. Models, charts, maps, etc. | 16. Consumable materials such as glass-
wan, chemicals, biological specimens
etc. |
| 8. Flannel boards & Bulletin boards. | 17. National Teaching Kit |
| 9. Radio and Television. | |

C. Activities

The teachers should use the National Teaching Kit for classes I-V in various subject areas. The Manual for National Teaching Kit should be followed judiciously. The teachers are also expected to prepare teaching kits in their own subject areas for their future use in their respective schools.

D. Science Laboratory

There should be a Science Laboratory in each training school to impart science education to the trainees with a view to promote their interest in this specified field.

E. Evaluation

Evaluation should be made at the end of each course. Assessment should be made in the following ways:-

1. Observation,
2. Group Activities,
3. Individual performance.

While applying methods, the teacher should keep in view the following points:-

1. The teacher should integrate various subject areas wherever possible.
2. The objectives of each course should be clear to the teacher, and susceptible to evaluation.
3. The teacher should associate the teaching of each subject with the actual life situation so as to develop in children the skill of organizing their own lives as true Muslims.

F. Suggested Approaches, Methods and Techniques

The following approaches, methods and techniques are listed for the general guidance of the trainees, with the comment that they can adopt them in the appropriate situations for the effective teaching of various subjects.

- | | |
|---|---------------------------------------|
| 1. Audio-lingual method
(direct approach, substitution devices, demonstration, dramatization, etc.), | 8. Discovery approach, |
| 2. Translation method, | 9. Problem-solving method, |
| 3. Play-way method, | 10. Discussion method, |
| 4. Activity method, | 11. Role-playing activities, |
| 5. Story telling/descriptive method, | 12. Question - answer technique, |
| 6. Project method, | 13. Observation method, |
| 7. Assignment method, | 14. Analytic-synthetic approach, |
| | 15. Field trips, |
| | 16. Programmed instruction technique, |

G. Lesson Planning.

Lesson plans should be prepared in view of the following:-

1. The period for each lesson on teaching unit should be of scheduled duration.
2. The lesson plan must ensure conceptual orientation.
(please see broad outlines for lesson planning in Appendix 'A')
3. The lesson plan should be activity oriented.
4. Written test.
5. Voluntary Work.
6. Assignments (various types such as lesson planning and presentation in the various subjects.)
7. Maintenance of Cumulative Records.

H. Guide lines for the Textbook Writers

While writing the text book the writer should keep in mind the following points :-

1. What is the place and significance of the subject in the new curriculum?
2. The objectives of the course should be listed (refer to approved curricula for classes I-V).
3. The use of various innovative techniques should be outlined for the development of activities and concepts in the different content areas.
4. Various methods of teaching should be suggested for the various subject areas.
5. Model lessons for different subject areas (at least five in each area) should be prepared. As far as possible the model lessons should reflect Islamic thinking).
6. The process of evaluation in each subject should be discussed.
7. The Manual for National Teaching Kit for classes I-V should be borne in mind.
8. A comprehensive test should be developed at the end of each course.

I. Lesson - Planning

This will include the following aspects:-

1. Topic of the content to be taught.
2. Specific objectives.
3. Concepts to be developed.
4. Activities: (These activities will be such as to develop the above mentioned concepts).
5. Materials needed. For example: Equipment, Audio-Visual Aids etc.
6. Procedure of the lesson:

- (i) **Introduction.** - It will consist of the description of previous knowledge affected, a developmental approach and the interlinking of previous knowledge with the new knowledge to be acquired in the present lesson.
- (ii) **Methods-** - This will be the description of the methods of teaching.
- (iii) **Presentation/Demonstration.** - This will include the steps of the presentation of the lesson, alongwith the illustrations, diagrams wherever necessary.
- (iv) **Questions of the Children.** - This includes the expected related questions about the topic.
- (v) **Question of the teacher.** - In this part, the teacher should prepare a list of the questions he wants to ask the children for recapitulation purposes.
- (vi) **Group Work.** - Small projects could be assigned to groups to work upon collectively and independently.

7. Further Suggested Activities:

This part of the lesson plan will consist of other activities which are related to the topic discussed. This important part should help the learner to go further into the depth of the topic. These activities may be allocated as assignments.

TEACHING PRACTICE

(PTC)

Student teaching probably forms the most important aspect of any teacher education programme. It is designed to put theory into practice and provide an opportunity to prospective teachers to have a real feeling of teaching learning situations. It includes teaching by the student-teachers, observation of lessons and sharing of classroom experiences by them through group discussions. Teaching practice will be of 8 weeks duration, divided into short term for 3 weeks and long terms for 5 weeks. The short term teaching practice will commence at the end of first semester while long term practice will follow the second semester.

1. Objectives

At the end of the course the prospective teacher will be expected to:

1. Have developed self-confidence and initiative for independent creative teaching.
2. Observe lessons critically and share experiences through group discussion.
3. Plan, prepare and present lessons to the class effectively.
4. Apply and practice teaching skills in the light of principles of education.
5. Employ various forms of communication effectively.
6. Motivate students for active participation in teaching learning situation.
7. Prepare instructional aids and use them imaginatively.
8. Promote self-discipline among students on the pattern of the life of the Holy Prophet (peace be upon him) and his companions.
9. Appreciate and organise co-curricular activities.

II. Content

This will consist of two parts:

Concepts and activities:

- (a) Concepts. - Aims, objectives, learning, behaviour, teaching tactics, teaching strategy, planned observation, sequencing, communication, criticism, modes and media, values, attitudes, appreciation, skills, experience, facts, knowledge, character, personality, educational technology analysis, synthesis, induction-deduction, comparison and contrast, evaluation.
- (b) Activities. - Observation of classroom teaching, chalkboard writing, free hand drawing, student-teacher supervisor conferences, construction and administering of co-curricular activities, maintenance of class attendance register and cumulative record, self-evaluation, child study, field trips, parent-teacher relations.

III. Duration

An 8 weeks period comprising short term and long term teaching practice

(a) Short term (3 weeks)

The first week will be reserved for the observation of at least 12 lessons including 4 demonstration lesson given by competent classroom teachers/supervisors followed by group discussions. During the last two weeks each student teacher will deliver 10 lessons, at least, one in each subject of study. The minimum of 3 lessons delivered by a student teacher will be observed by the supervisor.

Micro teaching should be employed wherever possible as a method of training prospective teachers.

The short term practice should preferably be conducted in the laboratory school attached to the teacher training institution. The supervisor should preferably be the teacher of method courses of related subjects. The supervisor should not be assigned more than 15 trainees for supervision. The award of marks for the short term practice will be made by the supervisor/head of institution out of 50 marks.

(b) Long Term (5 weeks)

The term will start with actual teaching by the student teacher. Each student teacher is required to deliver a minimum of 40 lessons during this term. At least one fourth of the lessons will be observed by the supervisor. Five student-teacher conferences one in each week should be conducted by the supervisor. The supervisor will award marks out of 90 for the long term teaching-practice. The three final lessons of each student-teacher will be evaluated by a team of three subject teachers who will award marks out of 60 marks equally distributed for the three lessons.

IV. Teaching Aids and Equipment

Teaching aids and equipment should be prepared preferably with the locally available material. Members of the teaching faculty in all training institutions must be trained in the use of the equipment. The teaching-aids should include (a) crayons, water colour, art paper, chalk board, bulletin boards, flannel board, globes, maps, charts, models, improvised science and mathematics equipment, (b) text books and supplementary reading material, dictionaries, encyclopaedias, (c) national teaching kit, film strips, transparencies, alongwith accessories such as the overhead projector, cassette recorder.

V. Evaluation

Evaluation is an integral part of the teacher education programme. It should be continuous and comprehensive and should contribute towards professional growth. The criteria for evaluation of student teachers for short term and long term practice are given below :-

(a) Criteria for short term

1. Planned and careful observation of model lessons.
2. Active and intelligent participation in classroom discussions.
3. Preparation of class lesson plans.
4. Preparation of subject matter.
5. Presentation of lessons.

(b) Long term

1. Preparation of daily lesson planning.
2. Knowledge of subject matter.
3. Preparation and use of instructional materials.
4. Art of questioning.
5. Communication skills.
6. Students participation.
7. Personality and general behaviour.
8. Use of evaluation techniques.

VI. Guidelines for the Textbook Writers

Title. - Hand book for student teaching.

A handbook for student teaching is essential for providing guidance to prospective teachers, supervisors and classroom teachers.

It will have two parts:

- (a) An introductory part which will cover basic principles of effective teaching for the guidance of the prospective teachers.
- (b) The main body which will be specifically for writing lesson notes and for recording the remarks/suggestions of the supervisors.

ISLAMIZATION OF C.T. CURRICULUM

During the workshop on Islamization of PTC and CT syllabi organised by the Curriculum Wing, Federal Ministry of Education Islamabad, a Committee was formed to examine, assess and appraise the existing CT syllabus and thereby made recommendations and suggest measures of Islamization of the said course.

The step to Islamize Teacher Education has been taken up by the Curriculum Wing as per the provisions of the National Education Policy and the directives of the President of Pakistan to reshape and remould the life of the people of Pakistan on Islamic lines. It would be proper to make reference to some of the important provisions of the National Education Policy in this regard. Under National aims of education and their realization at page 1 of the National Education Policy - point (a) reads as under:

"To foster in the hearts and minds of the people of Pakistan in general and the students in particular - a deep and abiding loyalty to Islam and Pakistan and a living consciousness of their spiritual and ideological identity thereby strengthening the unity of outlook of the people of Pakistan on the basis of justice and fairplay."

Under point (b) the Policy states

"To create awareness in the students that he, as a member of Pakistani nation, is also a part of the universal Muslim Ummah and that it is expected of him to make a contribution towards the welfare of fellow Muslims on one hand and to help spread the message of Islam throughout the world."

(c) - "To produce citizens who are fully conversant with the Pakistani movement, its ideological foundations, history and culture so that they feel proud of their heritage and display firm faith in the future of the country as an Islamic state."

The fourth national aim of education in this context is,

"To develop and inculcate in accordance with the Quran and Sunnah, the character, conduct and motivation expected of a true Muslim".

The policy provisions referred to above amply exhibit the desire of the people of Pakistan to reconstruct and restrengthen the institutions of the country in accordance with the teachings of the Holy Quran and Sunnah and thus achieve the objectives of forming an ideal and progressive Muslim society.

On page 56 of the National Education Policy under the chapter of curriculum and text books, the policy states -

"The entire curricula and the textbooks will be reviewed to ensure inclusion of adequate content on Islam, ideology of Pakistan and promotion of National cohesion and integration".

In the light of these policy provisions and clear-cut guide lines, it is high time that we take stock of the existing teacher education programmes as the teachers and teacher education play a pre-dominantly vital role in the formation and transformation of society. It is an admitted fact that the quality of a nation depends upon the quality of its teachers and teacher education. Hence it is most appropriate to begin with teacher education.

REVIEW OF C.T. CURRICULUM

The Committee has gone through the contents of CT syllabus thoroughly and after very critical evaluation and appraisal, though subjective in nature, has come to the conclusion that there is nothing repugnant to the spirit of Islam in the contents of the course, yet there seems to be the need for revising it in the light of the National Education Policy provisions. The Committee, therefore, makes the following recommendations/proposals for the Islamization of the CT Syllabus.

PAPER I

THEORY AND HISTORY OF EDUCATION

(C.T.)

I. Objectives

At the end of the course the students are expected to have achieved the following objectives:

Cognitive:

1. Knowledge of the philosophical, sociological and economic foundations of education with special reference to the foundations of education in Islam.
2. Knowledge of the aim and history of elementary education during the Muslim and British periods in the Indo-Pak sub-continent.
3. Knowledge of the development of elementary education since independence.
4. Knowledge of policy decisions made in the education policy 1972-80 and National Education Policy 1978.
5. The ability to identify the factors that influence elementary education in a society.

Affective:

1. A commitment to Islamic values and attitudes with special emphasis upon the aspects of learning and teaching.
2. Self-evaluation through self analysis and the desire for self improvement based on Islamic concept of: **لَمْ يَعْرِفْ نَفْسَهُ فَقَدْ عَرَفَ رَبَّهُ**
3. An appreciation of the importance of elementary education.
4. A sensitivity towards the evolutionary and historical process of the development of elementary education in Pakistan.

II. Concepts and Contents

1. The concept of education including Islamic concept of education.
2. Education and the ideology of Pakistan.
3. Education for National solidarity and nation building.
4. Education for Islamic values and brotherhood.
5. Education for character building.
6. Education for cultural transmission.
7. Education for the reconstruction of society.
8. Education for economic development.
9. Education for leisure time activity.
10. Education for respect of humanity.

The above concepts may be further elaborated as under :-

A. Goals, Aims and Objectives of Education:

1. National goals of education.
2. Aims of elementary education.
3. Objectives of school subjects.

B. History of Elementary Education During the Muslim Period:

1. Characteristics of elementary education in Indo-Pak sub-continent during the Muslim period.
2. Origin of Madrassah system.
3. Contribution of mosques in promotion of elementary education.
4. Contribution of the institution of 'Dars' academies in the development of education.
5. Curriculum and Teacher Training Programmes.

C. History of Elementary Education During British Period:

1. Characteristics of elementary education during the British period in the Indo-Pak Sub-continent.
2. Causes of low literacy rate among the Muslims.
3. Development of Elementary education Macaulm Minerts to Sergeant Report.

D. History of Elementary Education since Independence:

1. First educational conference of 1947.
2. Six year plan of primary education.
3. Development of elementary education during this period.
4. First Five-Year Plan 1955-60.
5. Second Five-Year Plan 1960-65
6. Third Five-Year Plan 1965-70
7. 1970 on-wards.

III. Activities

1. Reading of educational literature including literature on Islamic system of education.
2. Study of reports of national curriculum committees on various subjects of elementary education.
3. Making a comparison of the objectives of elementary education during the Muslim and British periods in the sub-continent.
4. Organizing a field trip to a mosque madrassah and a model school.

IV. Evaluation

Distribution of marks:

Theory	.. ..	40 Marks
Assignment in theory portion	.. ..	10 Marks
History of Education	.. ..	40 Marks
Assignment in History of Education	.. ..	10 Marks

There will be two tests, which should include both essay type questions and objective test items.

V. Guidelines for the Textbook Writers

The language should be simple and explicit, concepts should be made clear by giving as many examples as possible. At the end of each unit appropriate questions and answers should be given. A bibliography should be given at the end of the book. Relevant tables and graphs should be given to show the development of elementary education.

PAPER II CHILD DEVELOPMENT (C.T)

I. Objectives

By the end of the course it is expected that each student teacher will be able to:-

1. Discuss the implications of psychological principles for the teaching-learning process.
2. Outline the process of physical growth and development in children and adolescents.
3. Outline the process of socialization at home mosque, school and community.
4. Outline the process of emotional growth and maturity.
5. Outline the process of intellectual growth.
6. List developmental tasks for 6th to 8th class students in Pakistan.
7. Describe home, school, mosque and peer group influence on learning.
8. Analyse the process of learning skills and concepts.
9. Discuss the implication of individual differences for learning.
10. Group children in the class on the basis of interest and ability.

II. Content

1. Introduction:
 - (i) Definition and scope of child psychology.
 - (ii) Psychology and the teaching-learning process.
2. Physical growth:
 - (i) Physical growth in childhood and adolescence.
 - (ii) Development as a product of learning and growth.
 - (iii) Nutrition and its effect on physical growth.
3. Social growth:
 - (i) Child rearing practice in Pakistan.
 - (ii) The family as a primary factor in socialization.
 - (iii) Mosque, school and community as secondary factors in socialization.
 - (iv) Effects of social approval and disapproval.
4. Emotional growth:
 - (i) Basic emotions and their development.
 - (ii) Home environment and emotional maturity.
 - (iii) The development of desirable values in children.
 - (iv) Signs of emotional stress in children and adolescents.
5. Intellectual growth:
 - (i) Developmental tasks of Pakistani children upto 14 years of age.
 - (ii) Differentiation of tasks in urban and rural children.
 - (iii) Differentiation of tasks in male and female children.

6. Learning:

- (i) Nature of learning.
- (ii) Steps in the learning process.
- (iii) Guiding the learning process.
- (iv) Role of practice in learning.
- (v) Part of whole learning.
- (vi) Recitation Vs. reading.
- (vii) Effectiveness in learning.

7. Home, Mosque, School and Peer group influences on Learning:

- (i) Interaction of learners in the school setting.
- (ii) Effect of home environment on learning.
- (iii) Influence of mosque on the emotional adjustment of the children.
- (iv) Incentives and goals as an aid to learning.
- (v) The learner and the peer group.

8. Implications of individual differences for learning.

- (i) Dealing with the individual differences, gifted children, retarded children and special interest group.
- (ii) Self instructional material and devices.
- (iii) Creativity and originality.
- (iv) Educational games, riddles and discovery experiments.

III. Teaching Aids and Equipment

- 1. Chalk board.
- 2. Bulletin board.
- 3. Observational check lists.
- 4. Charts and graphs about :
 - (i) Sensory perception.
 - (ii) Development of children.
 - (iii) Nutrition and effects of mal-nutrition on children.
- 5. Scale for measuring height and weight.
- 6. Projectors and films, film strips, slides etc.
- 7. Cassette and tape recorders.
- 8. Teaching machine - programmed instruction material.
- 9. Charts of developmental tasks.
- 10. Supplementary reading material.

IV. Activities and Experiences

- 1. Attending three demonstrations on how to observe the children of pre-school and school age, given by the instructor in the classroom.
- 2. Preparing check lists for observation of the various growth aspects in the children.

3. Observing children in the classroom situation with the help of check lists.
4. Preparing check - lists for identifying developmental tasks of various groups.
5. Collecting information about developmental tasks of various groups.
6. Visits to the classroom to identify the problems in various growth areas.
7. Comparative study of two children with contrasting personality patterns and their possible reasons in a case study style project.

V. Evaluation

There will be at least two examinations in the Course. The format of examination will be short essay, objective type and essay type questions.

Break up of the Marks

1.	Mid-term	.. .. .	30 Marks
2.	Final Examination	.. .. .	40 Marks
3.	Observation reports	.. .. .	15 Marks
4.	Case study	.. .. .	15 Marks
Total ..			<u>100 Marks</u>

VI. Guidelines for the Authors

1. The Committee has tried to stress the application of child development principles to enable the teachers better to understand children. An effort has been made to minimize pedagogy and application has been emphasised.
2. It is suggested that the author should not try to be too brief in explaining things but, instead, wherever possible the principle should be illustrated by actual experiences, case study and research be carried out in Pakistan wherever possible
3. Each chapter should have suitable questions and bibliography at the end so that the student teacher can go deeper into the subject if he desires.
4. The book should also include check lists for observation, samples problems lists, graphs, development chart and any other suggestions for practical work.
5. There is quite a lot of information on child development collected by various hospitals, Ministry of Health and Social Welfare, and Universities Departments. These should be used in the textbook writing.

6. Wherever possible the reference should be made to Pakistani culture, Pakistani child rearing practices, etiquettes and local research data.

VII. General Recommendations for the Textbook Writers

1. At least two members of the committee of a particular subject should be associated in an advisory capacity to the pannel of authors.
2. The members of the committee should participate in the text book writing.
3. We lack local tests, interview schedules, check lists, and inventories, etc and the Federal Government should develop them as quickly as possible in order to facilitate the work of authors and the class teachers.
4. The Federal Bureau of Audio Visual Aids should make some Documentary Films in which the best teachers of the country are shown teaching a model lesson which reflects principles of child development and sensitivity towards the whole learning process of children.

PAPER III

SCHOOL AND COMMUNITY DEVELOPMENT

(C.T)

I. General Objectives

To strengthen the preparation of prospective teachers (C.T.) by providing them with knowledge and ideas presented in broad teaching units such as the modern concepts of school and community, their inter-relationship, the study of community groups, natural resources and their utilization for the well-being of the individual and the community, the improvement of community environment, and a basic knowledge of population problems related to local and national development an acquisition of these ideas, skills and attitudes will enable the students to involve themselves effectively in community development programmes.

More specifically at the completion of this course, the students are expected to acquire the following knowledge and comprehension, skills and attitudes:-

1. Knowledge and Comprehension

- (a) The changing role of school as a social institution.
- (b) The nature and process of community development.
- (c) The role of school in community development.
- (d) The characteristics and types of community groups.
- (e) The natural resources of community and nation.
- (f) The role of school in improving the community environment on Islamic lines.
- (g) The implications of population growth.

2. Skills

- (a) The ability to conduct community surveys i.e. cultural, social, economic and vocational.
- (b) The ability to collect and interpret data.
- (c) The ability to prepare reports.
- (d) The ability to help locate and profitably utilize locally available resources for community well-being.
- (e) The ability to initiate and organize activities/projects for the improvement of community environment as envisaged in Islam.
- (f) The ability to use community resources for achievement of instructional goals.
- (g) The ability to assume leadership role in the community.

3. Attitudes and Values

- (a) Regard for the school and community property.
- (b) Regard for the natural resources of community.
- (c) Responsible membership within the community.
- (d) Desire for self-improvement in the context of total community welfare.
- (e) Spirit of cooperation and self-sacrifice.
- (f) Desire to resolve socio-economic disparities and exploitation.
- (g) Appreciation of environmental aesthetics.

II. Details of Content**1. School****Purpose**

.. To study the changing role of school with special emphasis on the school as a social institution of Islamic society.

Content

- .. 1. Traditional concept:
Instruction in 3 Rs and formal discipline.
- 2. Modern concept:
School as a social institution.

2. Community

Purpose

- .. To study the major components of the community
(a) Islamic concept of community, and (b) relationship of the community with the nation.

Content

- .. 1. Major components of community.
2. Islamic concept of community.
3. Community and nation.

3. Community Development

Purpose

- .. To study the concept of development, with special emphasis on economic development and transformation of -cultural and social economic structures.

Content

- .. 1. Meaning of Development.
2. Growth of production and income.
3. Evaluation and transformation of cultural and socio-economic structures.

4. Community Development in Pakistan

Purpose

- .. To study a brief history of community development, policies and programmes in Pakistan.

Content

- .. 1. Historical perspective.
2. Community development in Pakistan.
3. Policies and programmes upto 1971
(Village Aid, B.D. System, etc.)
4. Policies and programmes since 1972.
(Peoples Works Programme, Integrated Rural Development Programme etc.)

5. School and Community Inter-Relationship

Purpose:

- .. To elaborate further the concept of the school as a social institution and to describe its role in community development.

Content

- .. 1. School as a social institution.
2. The role of school in community development.
3. The socialization of child.
4. Training for citizenship.
5. The transmission of cultural heritage of the community.
6. The school as a centre of community development activities.
7. The school as an agent of change in cultural, social, economic, aspects of community.

6. Community group:

Purpose

- .. To study the characteristics of various community groups with a view to the students making survey

- Content ..
1. Characteristics of a group.
 2. Types of group in a community (cultural, social, economic, aspects of community).
 3. Study of groups.
 4. Organization of groups.
 5. Purposes of group study.
 6. Survey reports.

7. Natural Resources

- Purpose .. To study the community/national resources in Pakistan and their judicious utilization for the well-being community/nation.
- Content ..
1. Man's dependence on and use of resources.
 2. Resources of Pakistan.
 3. Resources of Community.
 4. Utilization of locally available resources for economic development of the community.
 5. Utilization of national resources for economic well being of the nation.

8. Improvement of Community Environment

- Purpose .. To study the inter-relationship of man and his environment and the role of school in improving the community environment. To initiate and participate in programmes of community environmental improvements.
- Content ..
1. Inter-relationship of man and his environment in relation to culture and quality of life.
 2. Role of school in improving community environment.
 3. Development of attitudes and skills necessary for improving the environment.
 4. Initiation of and participation in activities/projects for improvement of environmental conditions in rural/urban community with special emphasis on sanitation, recreational facilities, beautification, conservation of natural resources, etc.

9. Population Education

- Purpose .. To study the basic demographic concepts and processes, determinants and consequences of population growth and the relationship of population growth with various sectors of economy.
- Content ..
1. Population growth and economic development: Land, Labour, Capital.
 2. Industry, Services, and natural resources.
 3. Population growth and educational development.
 4. Population growth and educational development.

III. Activities

In addition to activities required of the student for the conduct of class-room work, the following are recommended for integration with the course:-

1. Role playing and dramatization.
2. Participation in the on-going programmes of local agencies working in the field of community development e.g. adult education programmes, IRDP, People's Works Programme, etc.
3. Interviewing community leaders and others.
4. Organizing cleanliness and sanitation drives and health campaigns.
5. Participation in local community functions with a view to serving and educating the members of the community.
6. Assuming a cooperative leadership role in the event of natural calamities, outbreak of epidemics, civil disturbance, etc.

IV. Aids and Equipment

1. Work maps showing the following:
 - (a) Natural resources of Pakistan.
 - (b) Population distribution.
 - (c) Resources and landmarks including the school.
2. Charts showing the following:
 - (a) Agencies/organizations engaged in community development activities.
 - (b) General description of the community: population, land, communication, health facilities, education, trades and occupations, product, places for recreation and cultural activities, specialised craftsman, socio-cultural characteristics of community groups, etc.
3. Literature, reports and documents related to education, population, community development programmes and studies related to rural/urban life.
4. Projected material, filmstrips, slides, related to rural/urban life, population growth, ecology and environment and community/national development programmes.
5. Development of library section on resources listed at 3.

V. Evaluation

"School and Community Development" is a new area of study in teacher education at C.T. level. As this course is designed to provide basic ideas and factual information related to school as a social institution and its role in community/national development, and also to equip the students with necessary skills and attitudes for participation in development activities, it is recommended that in teaching this course special emphasis should be laid on:-

1. Lecture - demonstration technique.
2. System thinking.
3. Visitations and field trips.
4. Presentation by resource persons.
5. Individual and group projects.
6. Participation in development activities/programmes.
7. Use of local resources/aids.

Assuming that the above recommendation is implemented in day-to-day teaching of the course, the following strategy is suggested to evaluate the outcomes of the course:

1. Written Tests (at least two)	40 Marks
2. Participation on community activities/projects.	20 Marks
3. Assessment of survey report.	20 Marks
4. Assessment of individual/group projects ..	20 Marks

The written test will comprise short-essay type and objective type questions.

The assessment of student participation in community activities/projects will be based on (a) observation by the teacher, and (b) brief report of activities/project by the student.

The assessment of the survey report will rest with the teacher. Assessment may take into account the following:-

1. Plan.
2. Collection and interpretation of data.
3. Conclusions.

Assessment of individual/group projects may be based on:-

1. The quality of the project.
2. A brief interview with the student.

VI. Suggestions for the Textbook Writers

The subject are entitled 'School and Community Development' comprises nine major units, for which a block of 16 instructional weeks is available. Each of these units can thus be allotted 10 - 12 instructional hours. While these units are balanced in terms of teaching time, some of these are not merely new disciplines but require greater practical work entailing extra allocation of time. It is recommended that in distribution of working hours, more time may be given to the last five units. In practical work students will have to utilize their out of class time.

1. The sources of information that can be used in the writing of the text book must consist of up-to-date and accurate materials. The materials presented must be sequential in form and duly supplemented with graphic illustrations, charts, tables, etc. Whenever possible efforts should be made to obtain government validated data.

2. Explanation of concepts may be derived from the writings of the scholars of outstanding merits in various disciplines.
3. The pannel of authors must consist of scholars representing various related social disciplines, e.g. sociology, anthropology, economics, religion, etc. A curriculum specialist, chairman of the course committee or his nominee should be represented on the pannel.
4. While economy in the number of pages has been necessitated by various constraints the quality of the textbook should not suffer. For the nine units course the suggested number of pages is 200-240 of 20X30/8 size.
5. Since this area is comparatively a new discipline some supplementary reading material must be provided. Provision may also be made for bibliography, subject index and glossary of terminology.
6. Explanatory foot-notes are suggested wherever necessary.
7. Exposition must be clear and frequent use of passive voice, specially, if it interferes with clarity and directness of expression, should be avoided.
8. Thought provoking questions and problem situations should be provided at the end of each unit.

PAPER IV

METHODOLOGY AND PREPARATION OF TEACHING AIDS

(C.T.)

I. Objectives.

At the end of the course the student teacher will be able to:-

1. Outline the basic principles of teaching.
2. Identify the role of Islamic ideology as a source of principles and methods of teaching.
3. Derive a pattern of principles and methods of teaching from Islamic ideology.
4. Describe the process of curriculum development at the elementary level.
5. Appreciate the curriculum work done in Pakistan and the need for a continuous feed back and improvement in this regard.

6. Analyse the teaching-learning process and the psychological basis of this process.
7. Illustrate various methods of teaching and discuss their merits and demerits.
8. Select teaching strategies in the classroom.
9. Communicate appropriate ideas to and develop skills in the students.
10. Use instructional materials appropriate to methods and devise/improvise teaching aids according to situation and available resources.
11. Demonstrate a desire to acquire knowledge and a readiness to innovate.

II. Major Concepts

1. Goals, Aims and Objectives of Education.
2. Curriculum: The process of development.
3. The teaching-learning process.
4. Methods as a Concept.

III. Content of the Course

1. Goals, Aims and Objectives of Education:
 - (i) National Goals of Education.
 - (ii) Aims of Elementary Education.
 - (iii) Objectives of elementary school subjects (cognitive, affective and psychomotor).
2. Curriculum Construction:
 - (i) Definition and importance of curriculum.
 - (ii) Basis of Curriculum.
 - (iii) Ideological.
 - (iv) Sociological.
 - (v) Psychological.
 - (vi) Technological.
 - (vii) Economical.
3. Process of Curriculum Development:
 - (i) System analysis.
 - (ii) Determination of goals, aims and objectives.
 - (iii) Selection and organization of learning experiences.
 - (iv) Preparation of instructional materials.
 - (v) Implementation of evaluation of curriculum.
 - (vi) Curriculum development in Pakistan.
4. Teaching-learning process:
 - (i) Characteristics of the learning process:
 - (a) Stimulus-Response learning.
 - (b) Trial and error learning.
 - (c) Learning by insight.
 - (d) Transfer and application of learning.
 - (e) Problem solving.

5. **Factors Influencing Learning:**

- | | |
|------------------------|---------------------|
| (i) Readiness. | (ii) Interest. |
| (iii) Motivation. | (iv) Participation. |
| (v) Learning by doing. | (vi) Reinforcement. |

6. **Methods of Teaching:**

- | | |
|----------------------------------|---|
| (i) Islamic concept of teaching. | (ii) Telling and demonstration method. |
| (iii) Discussion Method. | (iv) Assignment Method. |
| (v) Unit Plan Method. | (vi) Enquiry and discovery based Methods: |
| (vii) Programmed Instruction. | (a) Project Method. |
| (viii) Open ended approach. | (b) Heuristic Method. |
| | (c) Laboratory Method. |
| | (d) Inductive Deductive approach. |
| | (e) Analytic synthetic approach. |

7. **Principles of Teaching:**

- | | |
|---------------------------|------------------------|
| (i) Concrete to abstract. | (ii) Known to unknown. |
| (iii) Simple to complex. | (iv) Whole to part. |
| (v) Part to whole. | |

8. **The role of Teacher in Teaching:**

- | | |
|----------------------------------|--------------------------------|
| (i) Teacher as an organizer. | (ii) Teacher as a guide. |
| (iii) Teacher as a communicator. | (iv) Teacher as a Coordinator. |
| (v) Teacher as a Leader. | (vi) Teacher as an Evaluator. |

9. **Lesson Planning:**

- | | |
|---|-------------------------------|
| (i) Teacher's preparation of subject matter and A.V.Aids. | |
| (ii) Organization of lesson plan: | |
| (1) Introduction. | (2) Instructional objectives. |
| (3) Identification of skills, information and appreciation. | (4) Presentation. |
| | (5) Recapitulation. |
| | (6) Application. |
| | (7) Evaluation. |

10. **Teaching Techniques and Instructional Aids:**

(i) **Techniques:**

- | | |
|-------------------------------------|-----------------------|
| (a) Question Answer. | (b) Meaningful drill. |
| (c) Home Work. | (d) Stimulation. |
| (e) Grouping. | (f) Field Trips. |
| (g) Dramatization and role playing. | |

11. Instructional Aids and their proper Use:

- | | |
|--|---------------------------------------|
| (i) Textbooks | (ii) Mass-media-Newspapers, |
| (iii) Chalk board. | Journals, Radio and T.V. |
| (iv) Flannel board. | (v) Bulletin board. |
| (vi) Maps, Charts, Graphs
and Pictures. | (vii) Film strips, film slides. |
| (ix) Teaching Kits. | (viii) Tape recorders and Projectors. |
| | (x) Library Study. |

IV. Activities

For the achievement of objectives and effective teaching of the contents of this paper the following activities are suggested :-

1. Reading of educational goals, aims and objectives given in the Education Policy (1972-80) and other documents.
2. Formulation of statements of aims and objectives (in cognitive, affective and psychomotor domains) of one particular subject for classes VI to VIII.
3. Formulation of objectives in behavioural terms (to be classified in three domains).
4. Comparative study of present and previous curricula in Pakistan for classes VI to VIII in two of the school subjects.
5. Evaluation of at least one school textbook in the light of curriculum report.
6. Designing of curriculum in one school subject for any class.
7. Observation of a classroom and identifying various factors influencing learning in that classroom.
8. Planning of at least one lesson according to each of the prescribed methods.
9. Delivery of at least one lesson according to each of the prescribed methods of teaching.
10. Observation of the lessons delivered by other student-teachers and writing of comments on strengths and weaknesses observed.
11. Planning and organization of :

(i) One debating session.	(ii) One field trip and the writing of its report.
(iii) One role playing activity.	(iv) One quiz competition.
(v) One bazam-adab/literacy society.	(vi) One Qirat competition.
12. Preparation of a list of reference books available in the library on one particular topic.

13. Collection of useful educational reading material from news papers/journals.
14. Listening to school broadcast programmes and the writing of reports upon them.
15. Preparation of a flannel board and a bulletin board and arranging an exhibition on these boards.
16. Preparation of the following:

(i)	Map of Pakistan	.. ..	One
(ii)	Map of Provinces	.. ..	One each
(iii)	Charts on different topics	.. ..	Five
(iv)	Chart graphs.	.. ..	Two
(v)	Picture album.	.. ..	One
17. Recording of speech on tape recorder, listening and re-recording after removal of defects of speech.
18. Handling of filmstrips/slide projector.
19. Preparation of teaching kit for any one school subject, from locally available inexpensive and waste materials.
20. Writing of a summary of at least one book (not prescribed in the syllabus but relevant to the course and available in the library.)

PAPER V

COUNSELLING TESTING AND EVALUATION

(C.T.)

1. Objectives of the Course

1. Counselling

At the end of the course:

- (i) The student teacher should be able to identify the importance of counselling for elementary school pupils.
- (ii) The student teacher should possess knowledge about various counselling services.
- (iii) The student teacher should have acquired the basic skills of counselling.

2. Testing and Evaluation

At the end of the course:

- (i) The student teacher should possess knowledge of the elementary concepts of Educational Statistics and the ability to apply them in the teaching learning situation.

- (ii) The student teacher should be aware of the purposes of classroom tests.
- (iii) The student teacher should be able to construct various types of achievement test items.
- (iv) The student teacher should be able to score achievement tests and interpret test results.

II. Concepts and Contents

1. Child in the elementary school
 - (i) Nature and functions of elementary school.
 - (ii) Needs of elementary school pupils.
 - (iii) Individual differences among pupils.
 - (iv) Problems of elementary school pupils.
2. Meaning, Need and Purposes of Counselling
 - (i) What is counselling?
 - (ii) Place of counselling in Islam.
 - (iii) Need for counselling.
 - (iv) How can counselling help elementary school pupils?
3. Tools and Functions of Counselling
 - (i) Collecting information about the pupil, observation, interview, test, questionnaire, case study and cumulative record.
 - (ii) The function of the counsellor
 - a) Imparting information.
 - b) Resolving learning difficulties.
 - c) Counselling for adjustment.
 - d) Advising teachers and parents.
 - e) Referrals.
4. Testing and Evaluation
 - (i) Purposes of classroom tests:
 - a) Evaluation of pupil achievement for:
 1. Motivating the pupils to learn.
 2. Diagnosis and instruction.
 3. Defining teaching objectives.
 4. Differentiation of the pupils.
 5. Certification of the pupils.
 6. Prediction of pupil performance.

- b) Evaluation of curricula.
- c) Evaluation of teaching methods and techniques.
- d) Research.

(ii) **Elementary Statistical Concepts:**

- a) Explanation of the following terms:

1. Raw data.	2. Ordered data.
3. Frequency distribution.	4. Interval.
5. Range.	6. Mean.
7. Medium.	8. Mode.
9. Standard Deviation.	10. Inter quantile range.
11. Correlation.	

- b) Calculation of the following from un-grouped data.

- | | |
|----------------|----------------------------|
| 1. Rank order. | 2. Mean. |
| 3. Medium. | 4. Mode. |
| 5. Range. | 6. Rank order correlation. |

(iii) **Construction of various types of items (questions)**

- a) Desirable qualities of achievements:

1. Readability.	2. Desirable difficulty level.
3. Objectively.	4. Unambiguity.
5. Differentiability.	6. Reliability.
7. Validity.	
- b) Types of tests - subjective and objective.
- c) Comparison of essay and objective type tests.
- d) Preparation of various types of test questions.

1. Essay.	2. Short answer.
3. Completion.	4. True-false.
5. Multiple choice.	6. Matching.
- e) Planning the classroom test.
- f) Scoring the test.
- g) Recording and reporting.
- h) Using test results.

III. Activities and Experiences

A. Guidance

1. Preparation of check lists for identifying pupil problems needs with the help of the class by the teacher trainer. Administration of the check list by the student teachers to identify the problems of the school children.

2. Observing and recording student behaviour in and outside the classroom.
3. Experience in the use of interview schedule for collecting information. Other members of the class could be used for this purpose.
4. Experience in filling and administering questionnaires.
5. The student teacher will collect information about educational, vocational and recreational opportunities available for elementary students and organize this information for presentation.
6. The student teacher will take-up a learning problem and give a plan in writing as to how he will tackle it.
7. The student teacher will write up a referral for the counsellor.
8. Role-playing in a counselling situation.
9. Preparation of cumulative records of three pupils from an elementary school.

B. Testing and Evaluation

1. Calculation of range, means, median, modernization order correlation of raw scores of two class tests in a subject.
2. The student teacher will construct 10 questions of various objective type test items.
3. The student teacher will prepare a chart of specifications for setting a question paper for elementary school pupils in any subject.
4. The student teacher will prepare a question paper in the light of the specification chart.
5. The student teacher will administer and score the test.
6. The student teacher will be given experience in interpreting and reporting the test result to the parents, other teachers, and the pupils.

IV. Evaluation

As a policy the semester system will be followed. The evaluation will be internal. The certification will be based on class assignments, short tests, mid-semester examination and final semester examination. The allocation of weight will be as under:-

Assignments	..	..	10%
Short tests	..	..	10%
Mid semester examination	..	..	30%
Final semester examination	..	..	50%

The semester examination will comprise essay type, short answer type and objective type questions. In the semester examination equal weight will be given to two parts of the course, i.e. (i) counselling (ii) testing and evaluation. The final semester paper will cover the whole of the syllabus. Choice in the question papers will be discouraged. If choice is to be given at all it should be in the form of alternative questions. The short tests will mostly comprise short answer type and objective type questions. For effective implementation of this evaluation system the following points should be noted:-

1. Orientation workshops for teacher trainers should be organised by the provincial government at divisional levels.
2. Orientation workshop should also be organized by elementary college for their entire teaching staff.
3. The Federal Government in coordination with Provincial Governments should develop items' banks to be provided to elementary colleges. This will facilitate the work of the teachers.
4. If elementary colleges feel it feasible they can invite testing and evaluation experts to give their opinions and suggestions after going through the question papers and the answer books of the students.

V. Equipment required for the Course

1. Special bulletin boards for the purposes of information concerning guidance.
2. Indigenous tests, check lists, interview schedules and questionnaires forms for demonstration purposes and use.
3. Copies of various cumulative records forms.
4. Careers information guide books.

VI. Suggestions Regarding Selection of Authors

1. It is suggested by this committee that the work of writing the text book for this course may be assigned to the members of this committee.
2. If the above is not possible then atleast one member of this national committee should be associated as consultant with a team of authors for the text book.
3. Relevant portions of the Education Policy should be marked to the authors for reference.
4. Manuscripts should be reviewed by competent personnel in the field of guidance and testing.

VII. Guide lines for the Textbook Writers

1. The textbook should be written in the light of the national imperatives as laid down in the National Education Policy 1972-80.
2. The textbook should be written in Urdu as well as in Regional Language. The language should be simple and appropriate to the level of student teachers.
3. The textbook in this subject should consist of two sections, the first dealing with the portion on counselling and the second dealing with the part on Teaching and Evaluation.
4. The convener and the co-authors may hold meetings for sequencing and detailed outlines.
5. After the detailed sequencing is done various portions of the textbook may be assigned to different authors for actual working.
6. Terms and concepts should be clearly defined and illustrated.
7. The new terms and concepts to be introduced in chapter should be listed at the beginning of the chapter.
8. A brief summary should be given at the end of each chapter.
9. A list of supplementary reading materials should be given at the end of each chapter.
10. A list of reference books should be given at the end of the book.
11. An author index and a detailed subject index should be given at the end of the book.
12. Standard books and journals of national and international repute may be consulted by the authors.
13. Activities relevant to the content of each chapter should be suggested by the authors wherever possible.
14. Size of the book should be 8 in. x 5 in. and it should be between 200 and 250 pages.

ORGANIZATION OF ELEMENTARY EDUCATION AND SCHOOL MANAGEMENT (C.T.)

1. Objectives of the Course

At the end of the course it is expected that the prospective teacher will be able to :-

1. Analyse the concepts of school organization, administration and supervision.
2. Identify the patterns of organization of the schools in our country, with special reference to elementary education.
3. Organize and manage teaching-learning activities outside the classroom with reference to elementary education.
4. Organize and manage teaching-learning activities within the classroom.
5. Identify academic and administrative problems of elementary education.
6. Utilize optimally human and material resources available in and to the elementary school.
7. Analyse the role of the elementary teacher in the school and the community.
8. Maintain elementary school and pupil records.
9. Identify the role of the elementary school in the community.
10. Organize community programmes such as adult education, population education, Islamic education, social, cultural and other educational programmes.

II. Concepts and Outlines of Content

1. Elementary School Organization:

- (i) Need for the organization of schools.
- (ii) Organizational pattern of elementary education in relation to other levels of education.
- (iii) School as a formal organization.

2. Elementary School Management:

- (i) Distinction between organization and management.
- (ii) Management of elementary schools with reference to managerial set up in the province concerned.
- (iii) The functions, duties and responsibilities of elementary school manager and teacher.
- (iv) Leadership in educational organization.
- (v) Concept of leadership and supervision in Islam.

3. **Elementary School Supervision:**
 - (i) Distinction between school management and supervision.
 - (ii) Effective supervision for improvement of instruction.
 - (iii) The role of supervisor and relationship between the teacher and the supervisor.
 - (iv) Teacher evaluation: its sources, basis and technique.
4. **Schedule of work for Elementary School:**
 - (i) Daily, weekly, monthly and annual assignments.
 - (ii) Preparation of the time table for the school.
 - (iii) Principles governing the scheduling of school activities.
 - (iv) Class-teaching, subject teaching and team-teaching.
5. **Elementary School Staff:**
 - (i) Preparation and appointment of teachers for diversified courses.
 - (ii) School staff relationship, their duties and responsibilities.
 - (iii) Rules and regulations governing elementary school staff.
 - (iv) Professional development of elementary school staff.
 - (v) Professional code of ethics for teachers.
6. **School plant and Equipment:**
 - (i) Consideration for the selection of an elementary school site.
 - (ii) Factors affecting the design of elementary school building.
 - (iii) The designing, provision and procurement of school furniture and equipment for elementary schools.
 - (iv) Components of an elementary school plant: classroom, workshops, laboratory, library, playground, agricultural farm, hostel, etc.
 - (v) Optimal maintenance and utilization of school building, furniture, equipment and other facilities.
7. **Elementary School Discipline:**
 - (i) Its nature and essentials.
 - (ii) Forms of indiscipline and remedial techniques.
 - (iii) Inculcation of good habits among students.
 - (iv) Role of the school administrator and teacher in character building.
8. **Elementary School Record:**
 - (i) Nature of record.
 - (ii) Need and importance for record keeping.
 - (iii) Types and maintenance of different school registers.
 - (iv) School funds.
9. **Elementary School Co-curricular Activities:**
 - (i) The function of Co-curricular activities in school set-up.
 - (ii) Types and organizing of Co-curricular activities:
 - (a) Library.
 - (b) Dramatic.
 - (c) Games and sports.
 - (d) Field trips and excursions, religious, civic and cultural activities.

(iii) Providing adequate material and equipment for various activities.

10. School and Community:

(i) The role of elementary school in community development.

(ii) Universal and compulsory education.

(iii) Community programmes:

(a) Adult education.

(b) Population education.

(c) Peoples works programme. (d) Students work programme.

(iv) Community health.

Activities and Experiences

1. Preparation of school organizational charts.
2. Preparation of charts showing managerial set up.
3. Field trips to education offices/institutions.
4. Making of models of school building.
5. Practical work in maintaining and using library facilities with library incharge.
6. Preparation of model time table for single teacher, double teacher and multiple teachers schools.
7. Completing cumulative records.
8. Student works programme.
9. Participation in co-curricular activities.
10. Participation in community programmes.
11. Preparation and filling of specimens of all the prescribed forms and registers.

Distribution of Marks

Two written tests.	..	..	..	60 Marks
Written assignments	..	..	..	10 Marks
Participation in practical work	..	..	..	30 Marks

Guidelines for the Textbook Writers

1. Joint meeting of authors and the curriculum planners is essential.
2. Practical aspects of this course are to be emphasised.
3. The author should suggest supplementary reading material.
4. Related questions, practical exercises, and bibliography, should be given at the end of each chapter.
5. Concepts should be made clear with the help of illustrations, charts, tables and graphs.
6. The language of the textbook should be as simple and clear as possible.
7. The authors should keep in mind the Pakistan socio-cultural imperatives while writing the textbook.

PAPER VII - X
SPECIAL SCHOOL SUBJECTS AND METHODS OF TEACHING
(C.T.)

Each of these courses will be divided into two parts:-

Part - I	Content	.. .. .	60 Marks
Part - II	Methodology	.. .. .	40 Marks
	Total	.. .. .	<u>100 Marks</u>

PART I - SUBJECT AREA

Since the content area in details is not given in the curriculum for papers VII to X, a general note is given for each individual paper in the light of the spirit of the workshop.

1. Languages: The content area should be comprised of matter based on Islamic teachings.
2. Mathematics: Question based on interest, insurance, discount, etc. should be excluded and question on Zakat, Usher, Mirath should be added. Further thoughts and works of Muslim Mathematicians should also be brought home to the students.
3. Science: The works and researches done by Muslim scientists should be prominently included and the impact of their works on Eurasia should be given due place.
4. Social Studies: The great Muslim scholars and their important works should be included and the topics as far as possible should be based on the Islamic values.
5. Islamiyat/Islamic History: Islamiyat should be made compulsory in C.T.
6. Agriculture.
7. Fundamentals of Agriculture.
8. Industrial Education.
9. Fundamentals of Industrial Education.
10. Home Economics.
11. Fundamentals of Home Economics.
12. Arts and Crafts.
13. English.

For the above mentioned courses' objectives, concepts activities, A.V. Aids and contents one should refer to the approved curricula for classes VI and VIII.

PART II - METHODOLOGY

In this part methods of teaching of the subjects listed in Part-I (content area) will be mentioned. The particular methods should be employed in various academic courses wherever applicable.

Objectives

At the end of this course a prospective teacher is expected to :-

1. Identify the role of Muslim educationists (Al-Ghazali, Ibne Khaldoon, Shah Wali Ullah and Allama Iqbal), in the development of methodology of teaching of various disciplines.
2. Evolve a pattern of principles and methods of teaching from the contributions of Muslim educationists with special reference to Al-Ghazali, Ibne Khaldoon, Shah Wali Ullah and Allama Iqbal.
3. Outline the foundational basis of -methodology in teaching learning process.
4. Be acquainted with the application of different methods in various subject areas.
5. To develop a creative approach in teaching technology.
6. Be able to develop instructional equipment (A.V. Aids) from indigenous material and to use them effectively.
7. Be able to integrate various subjects and use appropriate methods of teaching.
8. Be able to identify cognitive, affective and psycho-motor objectives.
9. Formulate instructional objectives.

While employing different methods the teacher should keep in view the following points:-

1. The objectives of each course should be clear - to the teacher, and susceptible to evaluation.
2. The teacher should be able successfully to integrate various subjects.
3. The teacher should associate the teaching of each subject with the actual life situations so as to develop in students the art of living.

Approaches, Methods and Techniques

Keeping in view the objectives of the course and concepts to be developed various methods and techniques can be utilized, such as :-

1. Audio-Lingual method (Direct approach substitution devices, demonstration, dramatization, etc).
2. Translation method.

- | | |
|------------------------------------|--------------------------------------|
| 3. Play-way method. | 4. Activity method. |
| 5. Developmental method. | 6. Story telling/description method. |
| 7. Project method. | 8. Assignment method. |
| 9. Discovery approach. | 10. Problem solving method. |
| 11. Heuristic method. | 12. Inductive and deductive method. |
| 13. Analytic and synthetic method. | 14. Discussion techniques. |
| 15. Role-playing techniques. | 16. Question-answer technique. |
| 17. Community resources. | 18. Observation. |
| 19. Field trips. | 20. Team teaching. |
| 21. Programmed Instruction. | 22. Modules. |

Lesson planning

Lesson plans be prepared keeping in view the following innovations:

1. The period for each lesson on teaching unit should be of scheduled duration.
2. The lesson plan should be activity oriented.
3. The lesson plan must ensure conceptual orientation.
(Please refer to outline for lesson planning at Appendix 'A').

Proposed equipment

In order to make teaching learning process effective the following equipment is proposed :-

- | | |
|------------------------------|--|
| 1. Films (Documentary). | 2. Film strips. |
| 3. Slides. | 4. Pictures. |
| 5. Photographs. | 6. Illustrations. |
| 7. Models, charts, maps. | 8. Flannel boards and bulletin boards. |
| 9. Radio and Television. | 10. Tape recorder. |
| 11. Lingua phone. | 12. Wooden or plastic blocks for language teaching and mathematics. |
| 13. Geometrical box (large). | 15. Consumable materials such as glassware, chemicals, biological specimens etc. |
| 14. Overhead projector. | |
| 16. National Teaching Kits. | |

Activities

The teachers should prepare teaching kits in their respective subject areas which should take to their respective schools.

Science Laboratories

There should be separate laboratories/workshops for the subjects of science, industrial arts, home economics and agriculture in each training institution so as to impart training to the prospective teachers with a view to promoting their interests in this specific field.

Evaluation

Evaluation should be made at the end of each course. Assessment should be made in the light of the following:-

1. Observation.
2. Group activities.
3. Individual performance.
4. Written tests.
5. Voluntary work.
6. Assignments (various types such as lesson planning and presentation in various subjects).
7. Maintenance of cumulative records.

Guidelines for the Textbook Writers

While writing the textbooks the writer should keep in mind the following points:-

1. What is the place and significance of the subject in the new curriculum.
 2. The objectives of the course should be listed (Refer to approved curricula for classes I-V).
 3. The use of various innovative techniques should be suggested for the development of concepts and activities of the content area.
 4. Various methods to be used in various subject areas, should be outlined.
 5. Model lessons for different subject areas (at least five in each area) should be prepared.
 6. The process of evaluation in each subject should be discussed.
 7. A comprehensive test should be developed at the end of each course
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BROAD OUTLINES FOR LESSON PLANNING**Specification**

1. Topic (content to be taught).
2. Specific objectives.
3. Concepts.
4. Activities.
5. Material - Aids.

Steps of the Plan

	Minutes	Consist of
I. Class work	.. 15	Introduction & presentation
II. Group work	.. 10	Group Activity.
III. Evaluation	.. 5	Collective Evaluation.
IV. Individual Assignments.	.. 5	Individual work.
	<u>35</u>	<u>minutes</u>

(59)
TEACHING PRACTICE

(C.T.)

Student teaching probably forms the most important aspect of any teacher education programme. It is designed to put theory into practice and provide an opportunity to prospective teachers to have a real feeling of teaching learning situations. It includes teaching by the student-teachers, observation of lessons and sharing of classroom experiences by them through group discussions. Teaching practice will be of 8 weeks duration, divided into short-term for 3 weeks and long terms for 5 weeks. The short term teaching practice will commence at the end of first semester while long term practice will follow the second semester.

I. Objectives

At the end of the course the prospective teacher will be expected to :-

1. Develop self-confidence and initiative for independent creative teaching.
2. Observe lessons critically and share experience through group discussion.
3. Plan, prepare and present lessons to the class effectively.
4. Apply and practice teaching skills in the light of principles of education.
5. Employ various forms of effective communication intelligently.
6. Motivate students for active participation in teaching learning situation.
7. Prepare instructional aids and use them imaginatively.
8. Promote self-discipline among students.
9. Appreciate and organize co-curricular activities.

II. Content

This will consist of two parts; concepts and activities.

1. Concepts. - Aims, objectives, learning, behaviour, teaching tactics, teaching strategy, planned observation, sequencing, communication, criticism, modes and media, values, attitudes, appreciation, skills, experience, facts, knowledge, character, personality, educational technology analysis, synthesis, induction-deduction, comparison and contrast evaluation.
2. Activities. - Observation of classroom teaching, chalkboard writing, free hand drawing, student-teacher supervisor conferences, construction and administering of co-curricular activities, maintenance of class attendance, register and cumulative record, self evaluation child study, field trips, parent-teacher relations.

III. Duration

An 8-week period comprising short term and long term teaching practice.

1. Short-Term (3 weeks):

The first week will be reserved for the observation of at least 12 lessons including 4 demonstration lessons given by competent classroom teachers/supervisors followed by group discussions.

During the last two weeks each student teacher will deliver 10 lessons, at least one in each subject of study. The minimum of 3 lessons delivered by a student teacher will be observed by the supervisor.

Micro teaching should be employed as a method of training prospective teachers wherever possible.

The short term practice should preferably be conducted in the Laboratory School attached to the teacher training institution. The supervisor should preferably be the teacher of method courses of related subjects. The supervisor should not be assigned more than 15 trainees for supervision. The award of marks for the short term practice will be made by the supervisor/head of institution out of 50 marks.

2. Long-Term (5 weeks):

The term will start with actual teaching by the student teacher. Each student teacher is required to deliver a minimum of 40 lessons during this term. At least one fourth of the lessons will be observed by supervisor. Five student-teacher conferences one in each week, should be conducted by the supervisor. The supervisor will award marks out of 90 for the long term teaching practice. The three final lessons of each student-teacher will be evaluated by a team of three subject teachers who will award marks out of 60 marks equally distributed for the three lessons.

IV. Teaching Aids and Equipment

Teaching aids and equipment should be prepared preferably with the locally available material. Members of the teaching faculty in all training institutions must be trained in the use of the equipment. The teaching-aids, including (a) crayons, water colours, art paper, chalk board, bulletin board, flannel board, globes, maps, charts, models, improvised science and mathematics equipment, (b) Textbooks and supplementary reading material, dictionaries, encyclopedias, (c) National teaching kit, film strips, transparencies, alongwith accessories such as the over head projector, cassette recorder.

V. Evaluation

Evaluation is an integral part of the teacher education programme. It should be continuous and comprehensive and should contribute towards professional growth. The criteria for evaluation of student teachers for short term and long term practice are given below:-

1. Criteria for Short-Term:

- (i) Planned and careful observation of model lessons.
- (ii) Active and intelligent participation in classroom discussions.
- (iii) Preparation of class lesson plans.
- (iv) Preparation of subject matter.
- (v) Presentation of lesson.

2. Long Term:

- (i) Preparation of daily lesson planning.
- (ii) Knowledge of subject matter.
- (iii) Preparation and use of instructional materials.
- (iv) Art of questioning.

- (v) Communication skills.
- (vi) Students participation.
- (vii) Personality and general behaviour.
- (viii) Use of Evaluation Techniques.

VI. Guidelines for the Textbook Writers

Title - Handbook for student teaching.

A Handbook for student teaching is essential for providing guidance to prospective teachers, supervisors and classroom teachers.

It will have two parts:

- (a) An introductory part which will cover basic principles of effecting teaching for the guidance of the prospective teacher.**
- (b) The main body which will be specifically for writing lesson notes and for recording the remarks/suggestions of the supervisors.**

ISLAMIZATION OF ENVIRONMENT OF TEACHER TRAINING INSTITUTIONS

The total education process is the interaction of the teacher, the student, the institution and the curricula. But out of these four factors, teacher has been recognised most vital particularly in Islam. Therefore, the accomplishment of the National Aims of Education in general and objective of the educational programme mainly depends upon the teachers.

The national aims of education as envisaged in the Education Policy are as under :

- a) To foster in the hearts and minds of the people of Pakistan in general and the students in particular a deep and abiding loyalty to Islam and Pakistan and a living consciousness of their spiritual and ideological identity of being a Muslim thereby strengthening unity of the outlook of the people of Pakistan on the basis of justice and fairplay.
- b) To create awareness in every student that he, as member of Pakistani nation is also a part of the universal Muslim Ummah and that it is expected of him to make a contribution towards the welfare of fellow Muslims inhabiting the globe on the one hand and to help spread the message of Islam throughout the world on the other.
- c) To produce citizens who are fully conversant with the Pakistan movement, in its ideological foundations, history and culture so that they feel proud of their heritage and display firm faith in the future of the country as an Islamic state.
- d) To develop and inculcate in accordance with the Quran and Sunnah, the character, conduct and motivation expected of a true Muslim.

For the realization of these aims with particular reference to the concepts the teacher besides possessing adequate and upto date knowledge of subject matter, latest teaching techniques must exhibit full commitment to the ideology of Pakistan. This commitment further necessitates that the teacher should have the qualities of (موقن خاشع and خاشع). These requisite qualities in teacher cannot be transmitted and propagated unless he is trained in a specific Islamic environment enabling him to lead his life in accordance with the teaching of Quran and Sunnah.

Selection for Admission: The members of the Committee constituted for Islamization of PTC Curricula, the pedagogical aspect, having long experience as teacher and administrator unanimously agreed that proper selection of the candidates/the prospective teachers, having potential faculties is very essential to ensure the prevailing of Islamic environment. The family background, the aptitude towards Islam as well as the teaching profession, and proper training in the institutions must be given due consideration.

- (a) The Muslim candidates not acquainted with Nazra Quran should not be considered eligible for admission to PTC class. They should be conversant with the principles of Islam and code of conduct and behaviour. The Hafiz-e-Quran candidates may be given some extra weightage at the time of selection of candidates.
- (b) At present written test for selection of candidates is administered in the subjects of Urdu, Mathematics and Social Studies, which fails to reflect the background in exhibiting and propagating Islamic way of life. To assess the Islamic potential faculties, attitudes and aptitudes towards commitment to the Ideology of Pakistan, a written test in the subject of Islamiyat is must. Consequently the written test must be conducted in all five subjects carrying equal marks instead of three subjects as mentioned earlier.
- (c) To ensure that the environment of the institution is helpful for posterising true Islamic way of life in the prospective teachers, the committee suggested that every teacher-student will have to bring with them articles such as a copy of the Holy Quran with translation. A Jai Nawaz in accordance with their faith in Islam.
- (d) The uniform of the prospective teachers should be simple but dignified. The head-dress in male institution be encouraged whereas wearing of V-shaped Dopatta, specially recommended by the lady members, be discouraged in female institutions.
- (e) The staff and the students (trainees) should offer their prayers collectively (پاکستان) as far as possible. The Moazin (مؤذن) and the Imam (امام) may be selected/nominated from amongst the students and staff respectively.
- (f) For arranging, organizing and evaluating, Husne-Qirrat competition, qualified and competent Qaris be appointed in training institutions. These institutions being residential in status, must invariably arrange resource persons/scholars from the community after Isha Prayers for giving lectures on practising of moral and Islamic Values.
- (g) Appropriate steps should be taken in the maintenance of cleanliness and Pakeezgi (پاکیزگی) in the institutions as these are described next to Godliness.
- (h) Verses from Holy Quran, with translation, principles of Islam and code of conduct and behaviour including jurisprudence, sayings of Muslim Scholars may be exhibited on the walls verandahs and classrooms. Besides this, beautification and decoration of the institution be done with pictures of Holy Places.
- (i) Arrangement for Darsi-Quran and Darse-Hadith should be a regular feature of the institution in the morning assembly, be sung by all including the staff, the students, Hoisting of National Flag be given due respect.
- (j) The arrangement of mosque improvised or otherwise should be the responsibility of the head of institution.

(k) Organizing of Honesty shops through the management and supervision of students, and encouraging of open shelf-libraries will also be helpful in the development of moral values.

(l) Smoking should be prohibited both in the premises of institution and hostel.

(m) The certificate issued to the candidates by the Head of institution on the completion of training must reflect both character and conduct besides Islamic faculties. For its objective assessment an accumulative record must be maintained by the institution.

The committee was of the opinion that prevailing of specific Islamic environment in institutions would go a long way in the Islamization of both curricular and co-curricular activities. The committee critically examined the pedagogical portion of the PTC curricula and suggested few amendments as given in appendix (a). But strongly advocated the teaching of Islamiyat in correlation with other school subjects.

The subject matter in which the PTC teachers are to be made conversant has already been revised and Islamized in accordance with the principles of Islam, but it should be kept under constant revision periodically so as to make it in time with the phased implementation of NAZAM-e-MUSTAFA.

CODE OF CONDUCT FOR TEACHERS

Besides the recommendations for the Islamization of C.T. syllabus, the committee has developed a tentative code of conduct for the teachers. The teacher, on account of his key position, plays a definite and dominant role in the development of society through education. It is hoped that the code of conduct, when finalised and implemented will go a long way in reconstructing education on Islamic lines.

The draft of the code of conduct developed by the committee is presented herewith.

Rationale: Pakistan was established in response to the religious aspirations of the Muslims of the Indo-Pakistan sub-continent, who wanted a home-land where they could live according to the principles of Islam. In the creation of Pakistan, the Muslims envisaged a perfect Muslim society with unity, fraternity and justice as its basic values. For the achievement of this goal we should strive hard to infuse the spirit of Islam in the present and future generations. We should be sincere in our efforts to build a God fearing Muslim Society endorsed with truth, justice, and honesty.

The life of the Holy Prophet (peace be upon him) is an ideal for the Muslims.

He was a great educator. He completely changed the crude Arabs into a civilized nation. He endowed them with such high moral, ethical and spiritual standards that the centuries old, so-called civilized nations, could not stand in way of the progress of the Arabs. This was all due to the teachings of the Holy Prophet (peace be upon Him) and the perfect model of his practical life.

The Holy Quran and the holy life of the Prophet (peace be upon him), and his sayings, are a sacred legacy for the Muslims to follow. Our teachers and educators should come forward to shoulder the most important responsibility to educate the present and future generations. The magnitude of their task increases since the other institutions of the Pakistani society are not equipped to serve the purpose. The teachers should, therefore, be made conscious of the nobility and responsibility of their profession and come forward and accept the challenge.

As far as the profession of teaching is concerned, the Holy Prophet (peace be upon him) has said that the scholars and the learned people are the heirs of the Prophet. Teachers, as the heirs of the Holy Prophet (peace be upon him) should take up the mission with a high sense of responsibility and devotion. Their sincere and continued efforts are bound to change the fate of the nation. Great philosophers and educators like Al-Ghazali, Ibne Khaldoon and Shah Wali Ullah have successfully rendered their selfless services in educating the people in their times. All these philosophers and educators based their programme of studies in the teachings of Quran and Sunnah.

The task of educating the nation on the basis of Islamic values is a manifold task which cannot be achieved without a high sense of professional ethics. Therefore, a code of conduct for teachers is a crying need of the moment which will serve them as a guiding principle for the successful implementation of the various programmes of studies and activities of the Educational Institutions.

Code of Conduct: The teaching profession occupies a unique position of public trust and confidence. The teacher should, therefore, have a firm belief in his faith and should not interfere with the faith of others. He should have a firm belief in the ideology of Pakistan. He should be a symbol of good conduct and character including austerity, cleanliness, punctuality and regularity.

- I. In his Public Dealings a Teacher should:
 - (a) be honest and forthright in discharging his duties.
 - (b) be actively involved in efforts to improve the educational moral and spiritual life of the community.
 - (c) not associate with undesirable elements or indulge in any such activities.
- II. In his Dealings with Students, the Teacher should:
 - (a) be just and impartial with all students.
 - (b) recognize individual differences among his students and encourage and guide them towards socially acceptable goals.
 - (c) maintain individual records of the students and keep the parents and related agencies informed about their progress.
 - (d) strive constantly to enforce discipline among the students.
 - (e) understand students' problems and difficulties, and help to solve them promptly.
- III. In his dealings with his colleagues, a teacher should:
 - (a) be cooperative and friendly and develop a relationship based on goodwill.
 - (b) treat other members of his profession in the way he would like to be treated himself.
 - (c) not discredit any fellow teacher or do anything that would discredit the teaching profession.
- IV. In his professional obligations, the teacher should:
 - (a) be a loyal and diligent worker and discharge his duties honestly.
 - (b) be fully prepared to achieve the objectives laid before him in the accomplishment of his duties.

- (c) take personal interest in classroom and field activities for the successful implementation of curricular and co-curricular activities.
- (d) take part in the orientation and retraining programmes to learn and adopt new and improved methods of teaching and ensure educational growth.
- (e) make the teaching profession attractive in ideals and practices to attract young people to it.
- (f) should not engage in any gainful employment which would adversely effect his professional status or impair his standing with students, associates and the community.

In the end it is stated that the members of the Committee with all their sincerity of purpose and strong and abiding faith in Islam and Ideology of Pakistan have made a humble effort and offered suggestions/recommendations for the Islamization of C.T. syllabus. Though these recommendations may not be perfect and final, yet the exercise itself amounts to a big step and a revolutionary measure towards transforming and reconstructing the entire society on Islamic lines.

We sincerely wish and pray that Almighty Allah, the Merciful and Beneficent may help us all in his own way so that we are in a position to achieve the ultimate goal of forming an ideal Islamic society based on teachings of the Holy Quran and Sunnah.

To conclude a Persian couplet is quoted here:

گر تو می خواهی مسلمان زبستی
نیست ممکن جز به قرآن زبستی

GENERAL RECOMMENDATIONS

As stated earlier, teacher is the pivot of the educational system in Pakistan, as elsewhere. It is axiomatic that no system of education can transcend the teacher. It is, therefore, of paramount importance that the teacher in Pakistan should receive his inspiration from Islam. In other words Islam should be the fountainhead of his life. He should not only be a recipient and repository of Islamic thoughts and values, but should also be their active disseminator. He should be qualified to appreciate the moral and spiritual value - system of Islam, which constitutes the basis of the Islamic civilization on the one hand and to inculcate this value - system among the people in general and his pupils in particular on the other.

If we have such high expectations of a teacher we should make careful selection of the teacher - trainees. In other words the society should decide the type of a person that would like to select for the noble profession of teaching. Obviously, teaching is not everybody's meat. It follows, therefore, that an applicant for admission to a teaching programme should be tested on certain criteria. What should be the criteria? According to the National Education Policy, he should exhibit his total and abiding loyalty to the Islamic faith and the Ideology of Pakistan. The Islamic Ideology Council of Pakistan will be well - advised to develop, in consultation with the various schools of Islamic Fiqah, objective ideological criteria for determining the suitability of the young men and women for entry into the teaching profession.

Besides testing his ideological predilections, the prospective teacher should also be given an aptitude test at the time of entry to determine whether he has the right aptitude required of a teacher. Hopefully, the National Institute of Psychology Islamabad will develop aptitude tests for the purpose. The sooner it is done the better it will be.

Once an individual has been selected for training in a teaching programme he should be given adequate stipend which would serve as a stimulus and incentive for the prospective teachers.

The teacher education programmes should be made residential and the trainees be given adequate opportunities for training in Islamic ideology and character formation. In this connection, the atmosphere of the training institutions will have to be reformed and Islamised consciously by all concerned. The teacher trainers will have to make conscious efforts to reform their conduct so as to become a model of Islamic character for their pupils. To help the teachers in their noble desire and attempt, it is proposed that Renewal of Commitment meetings (تجدید عہد کا اجلاس) be arranged at every teacher training institution at which teachers may exchange and pool ideas regarding the Islamization of their personal characters and the atmosphere of the training institutions. Eminent religious scholars could also be

invited to these meetings to guide the teachers in this auspicious undertaking.

The co-curricular activities, as far as possible, should be so designed and conducted as to promote Islamic way of living. For example, Dars-e-Quran, Haasn-e-Qirat competitions, lectures on Seeratun Nabi, Islamic history and Iqbaliyat should be periodically arranged.

Observance of Namaz and Roza should be made obligatory for all the student - teachers as well as the teachers. The Hostel Superintendent should ensure, through persuasion as well as punishment, the observance of Namaz and Roza.

Further every student-teacher be given an assignment to produce a paper on any aspect of the Seeratun Nabi or write a paper on the life any illustrious Companion of the Holy Prophet (peace be upon him). The idea behind this proposal is to bring the youth book to the fold and to familiarise them with the lives and teachings of their holy ancestors. This paper should be evaluated and given 10 marks out of the marks meant for the assignment.

After the teacher, Textbooks play the most important role in the intellectual and moral training of the student. Every possible care, therefore, should be taken to produce the best possible textbooks. As and when necessary western knowledge should be profitably used, but the main emphasis should be on the training of the students in the Ideological foundations of Pakistan, their character formation and of course on their professional training in the light of the Islamic teaching and the knowledge available on the given subject.

Books should be written by panels of authors and the authors selected should be known for their commitment to the Ideology of Pakistan, their integrity and scholarship. The authors should incorporate Islamic concepts such as Zakat, Usher, etc. whenever possible.

This is by no means a comprehensive report, it has only pooled the off hand thinking of the members of the committee. But the Committee has worked hard and earnestly to suggest ways and means for the Islamization of the teacher training programmes.

I take this opportunity to thank the honourable members of the Committee for their help and also thank Mr Gauhar Rehman Abbasi, Acting Deputy Educational Adviser, and his team for giving us an opportunity to make our humble contributions to a very noble task.

GENERAL RECOMMENDATIONS

1. Selection and Admission of Students

Suitable candidates should be selected for admission through an entrance test followed by an interview to assure that the prospective student teacher is true to the spirit of Islam and Ideology of Pakistan. Muslim candidates should also be subjected to a test in the reading of the Holy Quran. Aptitude tests should be administered when standardized tests are available. A candidate must have passed at least in the second division SSCE in case of PTC., and Intermediate in case of admission to C.T. He must possess a good moral character, physical and be free from any physical deformity which may hamper effective teaching. A certain number of seats will be reserved for the children of employees of the Department of Education/Ministry of Education and also for the children of the employees of Defence Forces, to be offered on merit among their categories. The age limit for admission of fresh candidates will be prescribed as 17 - 22 years. Those already in service but not trained will be given relaxation in age limit. A number of seats will be reserved for untrained teachers. Merit will be the only criterion for admission to the PTC and CT training courses. Preference will be given to those who have studied 'Education' as an elective subject in Metric/F.A/F.Sc. A Muslim candidate must have also passed in Islamiyat at the appropriate level.

2. Staff and Equipment

The existing staff of teacher training institutions should undergo at least a week long orientation course to reinforce their acquaintance with principles of Islam and Ideology of Pakistan. Respective Bureau of Curriculum and Extension Centres should organize these courses as early as possible. M.Ed./M.A.(Edu) Teachers should be, whenever available, appointed to the training institutions. The raising of the status of the teachers should be borne in mind as an objective at all times. The status of existing training institutions for PTC and CT should be raised to that of Elementary Colleges of Education, bringing them on a par with the Colleges of General Education as far as the staff members are concerned. These institutions should be equipped with modern teaching aids. However, locally available aids must not be overlooked. Students should prepare a teaching kit of their own during training and take it with them after training for use in their classroom teaching.

3. Building and Accommodation

Teachers training institutions should be residential. Adequate classrooms, libraries, laboratories, agro-technical workshops and hostel accommodation along with playing fields should be provided for the students. Staff should also be provided with living accommodation on the campus. Every training institution should have its own laboratory school and a mosque adjacent to the hostel.

SCHEME OF STUDIES FOR ELEMENTARY CLASSES

	Class I and II Age 5 and 6+			Class III Age 7+			Class IV and V Age 8+9		
	No. of periods per week	No. of Hrs. per week (26) each	Percentage of total time.	No. of periods per week	No. of Hrs. per week (26) each	Percentage of total time.	No. of periods per week	No. of Hrs. per week (26) each	Percentage of total time.
1. Languages:									
(a) 1st Language	12	8	30.7	6	4	1	6	4	15.3
(b) 2nd Language	-	-	-	6	4	15.3	6	4	15.3
2. Mathematics	6	4	15.3	6	4	15.3	6	4	15.3
3. Science	5	3.20	12.30	6	4	15.3	5	3.20	12.30
4. Pak/Social Studies.	-	-	-	3	2	7.69	4	2.40	9.23
5. Health and Physical Education.	5	3.20	12.30	3	2	7.69	4	2.40	9.23
6. Islamiyat.	6	4	15.3	6	4	15.3	6	4	15.3
7. Arts.	5	3.20	12.30	3	2	7.69	3	2	7.69

Explanatory Note on the allocation of time. - In the week, the school will function for five full days and one half day in the following manner:-

- (a) For 4 hours and 40 minutes divided into 7 periods on full working days and 2 hours 40 minutes divided into 4 periods on half working days.
- (b) The working hours exclude time for daily assembly (10 minutes), recess (30 minutes) and 10 minutes short break on full working days and only one short break of 10 minutes only on half working days.

SCHEME OF STUDIES FOR MIDDLE CLASSES
(FROM CLASSES VI TO VIII)

Subject	Class VI to VIII Age 9 to 10 + 6 to 11+			
	No. of periods per week (45)	No. of hours per week (30) each period of 40 minutes.	Percentage of total time	
1. Languages:				
(a) 1st Language	6	4	13.33	
(b) 2nd Language	4	2.40	8.88	
(c) English compulsory	6	4	13.33	
2. Mathematics.	4	2.20	8.88	
3. Science	3	2.00	6.66	
4. Pak/Social Studies.	3	2	6.66	
5. Health and Physical Education.	3	2	6.66	
6. Islamiyat.	4	2.40	8.88	
7. Arts.	2	1.20	4.44	
8. Vocational.	10	6.40	22.22	

Explanatory:- Note on the allocation of time - In the week the School will function for five full days and one half day as mentioned below:-

(a) For five hours and 20 minutes divided into 8 periods on full working days and 3 hours 20 minutes divided into 5 periods on half working days,

(b) The working hours exclude time for daily assembly (10 minutes), recess (30 minutes) on full working days and only one short break of 15 minutes only on half working days.

LIST OF NATIONAL COMMITTEES ON PEDAGOGICAL COMMITTEES SUBJECTS**PROJECT COORDINATION COMMITTEE**

Dr. R.A. Shah ..	Joint Educational Adviser Ministry of Education Curriculum Wing Islamabad.	(Chairman)
Dr. N.A. Baloch ..	Vice-Chancellor University of Sind Hyderabad.	(Chairman of the National Committee).
Dr. Shaukat Ali Siddiqi.	Deputy Educational Adviser Ministry of Education Islamabad.	(Programme Convenor).
Dr. Mrs. Shafiqah Matiul Haq.	Deputy Educational Adviser Ministry of Education Islamabad.	(Member)
Miss M.B. Ahmad.	Deputy Educational Adviser Ministry of Education Islamabad.	(Member)
Mr. Mohammad Ishaq Khan.	Deputy Director, Bureau of Curriculum Development and Education Extension Services NWFP., Abbottabad.	(Member)
Dr. Mohammad Jamshed.	Principal, College of Education Peshawar University, Peshawar.	(Member)
Mr. G.R. Baloch.	Education Officer, Ministry of Education, Islamabad.	(Member)
Mr. Mohammad Ilyas.	Assistant Educational Adviser Ministry of Education Islamabad.	(Member)
Mr. L.R. Davis ..	Unesco Expert, Ministry of Education, Islamabad.	(Member)
Mr. Gauhar Rehman Abbasi.	Assistant Educational Adviser Ministry of Education Islamabad.	(Secretary)
Chairmen of all the Committees of this Workshop.		

COMMITTEE No. 1.

- (a) Principles of Education and Methods of Teaching (PTC)
 (b) Theory and History of Education (CT).

Dr. Z.Z. Omer. ..	Associate Professor, Institute of Education & Research University of the Punjab, Lahore.	(Chairman)
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2.	Dr. Khawaja Nazir Ahmad.	Lecturer, Institute of Education and Research, University of the Punjab, Lahore.	(Co-Chairman)
3.	Mr. Ali Haider Mangi.	Headmaster, Teachers Training College, Larkana, Sind.	(Member)
4.	Mr. M. Aslam. ..	Lecturer, College of Education, University of Peshawar, Peshawar.	(Member)
5.	Ch. Amir Mohammad Khan.	Lecturer, Government Elementary Training College, Jhelum.	(Member)
6.	Mr. Ejaz Malik.	Subject Specialist, Bureau of Curriculum and Education Extension Centre, Quetta.	(Secretary)
7.	Mian Bashir Ahmad.	Assistant Professor, College of Education, Peshawar University, Peshawar.	(Member)

(COMMITTEE No.2)

- (a) Child Development and Guidance (PTC).
(b) Child Development (CT).

1.	Dr. Miss Iftakhar N. Hassan.	Professor of Education, People's Open University, Islamabad.	(Chairman)
2.	Mrs. Iffat Almas.	Principal, University Model School for Girls, Peshawar.	(Co-Chairman)
3.	Mr. Shamim Haider Tirmizi.	Lecturer, Teacher Training College, Multan.	(Member)
4.	Qazi Ghulam Akbar.	Instructor, Government Training College for Men, Hyderabad.	(Secretary)
5.	Qazi Bashir-ud-Din.	Principal, Government Teacher Training School, Haripur.	(Member)
6.	Mr. S.M. Yaqub.	Principal, Government Teacher Training School, Peshawar.	(Member)
7.	Miss Tasnim Gulab.	Lecturer, College of Education Peshawar University, Peshawar.	(Member)
8.	Mr. Ejaz Hussain.	Instructor, Government Normal School, Muzaffarabad.	(Member)

(COMMITTEE NO. 3)

(a) School Organization and Management (PTC)

(b) Organization of Elementary Education and School Management (CT)

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|----|-------------------------|--|---------------|
| 1. | Dr. Tanvir Lodhi. | Chairman Institute of Education
People's Open University
Islamabad. | (Chairman) |
| 2. | Dr. Ch. M. Ashraf. | Lecturer, IER., University of
the Punjab, New Campus Lahore. | (Co-Chairman) |
| 3. | Mr. G. Gauhar Zaman | Principal University Laboratory
School, Peshawar. | (Secretary) |
| 4. | Soofi Abdul Qayyum | Headmaster, Teacher Training
Institute, Gujrat. | (Member) |
| 5. | Prof. Alauddin Khilji. | Assistant Professor, College of
Education Peshawar University,
Peshawar. | (Member) |
| 6. | Mrs. Noor Mehal Bokhari | Assistant District Inspectress
Girls School, Bannu. | (Member) |
| 7. | Dr. Akbar Niazi. | Assistant Educational Adviser
Ministry of Education, Islamabad. | (Member) |
| 8. | Mr. Shah Jehan Khan. | Chief Instructor, Education Extension
Centre, Abbottabad. | (Member) |

(COMMITTEE NO. 4)

(a) Teaching Practice (PTC and CT)

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|----|------------------------|--|---------------|
| 1. | Dr. Mrs. Razia Rafiq | Deputy Director, Curriculum
Research & Development Centre
Gulberg III, Lahore. | (Chairman) |
| 2. | Mr. Mushtaq A. Goraha. | Lecturer, I.E.R., University of
the Punjab, New Campus, Lahore. | (Secretary) |
| 3. | Dr. Raja Ashraf. | Lecturer, IER., University of the
Punjab, New Campus, Lahore. | (Co-Chairman) |
| 4. | Miss Jamila Malik | Instructor, Teacher Training
Institute for Women, Peshawar. | (Member) |
| 5. | Mrs. Nazir Fatima | Assistant Professor, College of
Education, Peshawar University
Peshawar. | (Member) |

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| 6. | Mr. Abdul Khalig. | Lecturer, College of Education
Peshawar University, Peshawar. | (Member) |
| 7. | Miss Zakia Haleem. | Lecturer, College of Education,
Peshawar University, Peshawar. | (Member) |

COMMITTEE NO. 5

School and Community Development (C.F.)

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Pesh.

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|----|------------------------|---|---------------|
| 1. | Dr. D. M. Malik. | Head, Department of Education,
Gomal University, D.I. Khan. | (Chairman) |
| 2. | Dr. Abdul Qayyum. | Assistant Professor Allama Iqbal Open
University, Sector H/8 Islamabad. | (Co-Chairman) |
| 3. | Mr. Nisar A. Saleem | Instructor, Federal College of
Education, Islamabad. | (Member) |
| 4. | Mr. M.A. Hashmi. | Deputy Chief, Manpower Planning
Division, Islamabad. | (Member) |
| 5. | Mr. Wasiullah Khan. | Asstt. Director, Bureau of Curriculum
Development, NWFP, Abbottabad. | (Member) |
| 6. | Mrs. Rukhasana Hamidi. | Subject Specialist (Education)
Population Planning Council, Haroon
Chambers, Islamabad. | (Member) |
| 7. | Mr. Abdul Ghaffar. | Research Assistant, Population
Planning Council, Islamabad. | (Member) |

COMMITTEE NO. 6

Methodology General (C.T.)

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| 1. | Mr. Mian Umarud Din. | Principal, Elementary Training
College, Gakhar. | (Chairman) |
| 2. | Dr. Mohammad Ayub. | Lecturer, IER, University of
the Punjab, New Campus, Lahore. | (Member) |
| 3. | Miss Qudsia Sultana. | Government Elementary College
for Teachers Training, Sharakpur,
District Sheikhupura. | (Member) |
| 4. | Mr. Ranjho Khan Zardari | Subject Specialist, Bureau of Curri-
culum & Extension Centre, Hyderabad. | (Secretary) |
| 5. | Mr. Rafi Ahmad Khan
Lodhi. | Jamia Millia Teacher Training
Institute, Malir, Karachi. | (Member) |

Mr. Mohammad Jalal Khan. Principal, Govt. Teacher Training School, Jamrud, Khyber Agency. (Member)

COMMITTEE NO. 7

Guidance, Testing and Evaluation (C.T.)

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| 1. Dr. Ahmad Ali Arain. | Assistant Director, IER., Old Campus, University of Sind, Hyderabad. | (Chairman) |
| 2. Dr. Ehsan Ullah Khan. | Assistant Professor, IER, University of the Punjab, Lahore. | (Secretary) |
| 3. Dr. M. Rashid. | Lecturer, IER., University of the Punjab, Lahore. | (Member) |
| 4. Mr. M. Fida Hussain. | Lecturer, Govt. Teacher Training College, Afzalpur, Azad Kashmir. | (Member) |
| 5. Miss Wajlha Ansari. | Instructor, Govt. Teacher Training College for Women, Tlick and Incline, Hyderabad. | (Member) |
| 6. Mr. Mohammad Azam Khan. | Asstt. Director, Bureau of Curriculum & Extension Service, Abbottabad. | (Member) |
| 7. Mr. Mohammad Aslam. | Lecturer, IER, University of Sind, Hyderabad. | (Member) |
| 8. Mr. Mohammad Anwar Beg. | Specialist (Education & Research) Central Bureau of Education, Islamabad. | (Member) |
| 9. Dr. Mrs. Dar. | Psychological Consultant, Chambell School for Mentally Retarded Children, Khana Road, Rawalpindi. | (Member) |

COMMITTEE No. 8

Methods of Teaching in Content Area (PT C)

Preparation of Teaching Aids from Indigenous Materials (CT).

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|---------------------------|--|---------------|
| 1. Mr. Ghazanfar Bokhari. | Asstt. Professor, Deptt. of Education, Baluchistan University, Quetta. | (Chairman) |
| 2. Miss Rabia Noor. | Lecturer, Lady Mclagon Training College, Lahore. | (Co-Chairman) |
| 3. Mr. Zafar Iqbal. | Lecturer, IER, University of the Punjab, New Campus, Lahore. | (Member) |

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|---------------------------|---|-------------|
| 1. Mr. M. Aslam Popalzai. | Director, National Education
Equipment Technical Assistance
Centre, Lahore. | |
| M. Maged Abbasi. | Subject Specialist, Bureau of
Curriculum & Extension Wing
Latifabad, Hyderabad. | (Secretary) |
| 6. Miss Shams Shaikh. | Instructor, Government Training
College for Women, Hyderabad. | (Member) |
| 7. Mr. Mohammad Hussain. | Registrar, Departmental Examina-
tions, Education Deptt. NWFP
Peshawar. | (Member) |
| 8. Mr. Abdul Samad. | Subject Specialist, Education
Extension Centre, Lahore. | (Member) |
| 9. Mr. Ishaq Jalalpuri. | Assistant Educational Adviser,
Ministry of Education, Islamabad. | (Member) |

LIST OF RESOURCE PERSONS

1. Dr. A.J. Halepota,
Director,
Islamic Research Institute, Islamabad.
2. Mr. Qazi Mujib-ur-Rehman,
Head of Department of Islamiyat,
University of Peshawar, NWFP.
3. Dr. Abdul Hayee Somro,
Agricultural University, Tandojam - Sind.
4. Dr. Mushtaq Ahmad Goraha,
Institute of Education and Research, Punjab University,
Lahore.
5. Dr. Shaukat Ali Siddiqi,
Director,
Institute of Education, Allama Iqbal Open University,
Islamabad.
6. Haji Kifayat Ullah Khan,
Director,
School Education, NWFP., Peshawar.
7. Mr. Mohammad Hashim Abbasi,
Deputy Educational Adviser, Ministry of Education,
Islamabad.
8. Lt. Mohammad Siddique Qureshi
Incharge,
Department of Islamiyat
Directorate of Naval Educational Services
Naval Headquarters, Islamabad.

LIST OF THE MEMBERS OF THE COMMITTEES

Members of the Committee on
Islamization of PTC Curriculum

GROUP - A

1. Prof. Zahur Ahmad,
Deputy Director, Curriculum Research & Development Centre
Punjab Education Department, Lahore. (Chairman)
2. Qazi Muhammad Bashir-ud-Din,
Principal, Government Teacher Training School, Haripur. (Member)
3. Mr. Nisar Ahmad Akhtar Zaidi,
Headmaster,
Government Normal School, Gujrat. (Member)
4. Mr. Ali Haider Mangi,
Headmaster,
Government Teacher Training Institute, Larkana. (Member)
5. Qazi Abdul Ghaffar,
Principal,
Government Teacher Training School, D.I. Khan (NWFP). (Member)
6. Khawaja Abdul Qayyum,
Principal,
National Agro-Technical Teacher Training Centre,
Muzaffarabad (Azad Kashmir). (Member)
7. Mrs. Farkhanda Akhtar Bhatti,
Principal,
Government Training School (Women), Peshawar. (Member)
8. Mr. Abdul Rahim Channa,
Headmaster,
Government Teacher Training Institute, Mithiani, Sind. (Member)
9. Mr. Fazal-e-Haq,
Headmaster,
Government Normal School, Kasur. (Member)
10. Mr. Rahim Bux Abbasi,
Headmaster,
Government Teacher Training School, Kandhkot,
District Jaccobabad. (Member)

11. Mr Muhammad Azam, (Member)
Assistant Director, Bureau of Curriculum Development,
Abbottabad.
12. Mr. Zia-ul-Haq Zia, (Member)
Federal College of Education, Islamabad.

GROUP - B

1. Miss Naveeda Hameed, (Member)
Headmistress,
Government Girls Normal School, Lala-Musa.
2. Miss Saeeda Khanum, Headmistress, (Member)
Government Normal Girls School, Kamalia.
3. Miss Shukria Khanum, (Member)
Government Normal Training Institute
(for women) Khairpur.
4. Mrs. Khadijatil Kubra Soomro, (Member)
Government Normal Training Institute (for women),
Khairpur.
5. Mr. Abdul Rashid, (Member)
Headmaster,
Government Normal School, Narowal (Sialkot).
6. Mr. Khair Mohammad G. Bhargri, (Member)
Government Training School, Dadu (Sind).
7. Mr. Mohammad Yar Qureshi, (Member)
Secondmaster,
Government Normal School, Dera Ghazi Khan.
8. Mr. Ali Haider, (Member)
Inspector Training Institutions Cum Principal,
G.E.C.E. (Men), Hyderabad.
9. Mr. Sardar Mohamad (Member)
Deputy Director (Schools), Directorate of Education,
Multan Division, Multan.
10. Mr. Rais Abdul Qadir, (Member)
Headmaster,
Government Normal School, Khanpur.

11. Mr. Sala-ud-Din Khan,
Principal,
Government Teacher Training School, Kohat (NWFP). (Member)
12. Mr. Ahmad Bux Therani,
Headmaster,
Government Training School Sukkur. (Member)
13. Mr. Ahmad Khan Baloch,
Headmaster
Government Teacher Training School Mirpur Khas. (Member)
14. Syed Ali Ahmad Shah,
Principal
G.T.C. Khairpur. (Member)

MEMBERS OF THE COMMITTEE ON ISLAMIZATION OF C.T. CURRICULUM

GROUP - A

1. Mr. Mushtaque Ahmad Khokhar, (Chairman)
Deputy Director,
Bureau of Curriculum & Extension Wing, Sind, Jamshoro.
2. Mr. Abdul Majeed Khan, (Member)
Headmaster,
Teacher Training School, Faisalabad.
3. Mr. Bashir Ahmad, (Member)
Headmaster,
Government Teacher Training School, Pasrur, Dist. Sialkot.
4. Mr. Fazal Rabbi, (Member)
Principal,
Inservice Training Centre, Hyderabad.
5. Mr. Mohammad Iqbal Malik, (Member)
Headmaster,
Government Teachers Training School, Sanghar (Sind).
6. Mrs. Aneesa Mumtaz, (Member)
Principal,
St. Patrick's Teachers Training Institute, Karachi.
7. Miss Mumtaz Baloch, (Member)
Headmistress,
Government Teachers Training School for Women, Sukkur.
8. Mr. Fasihullah, (Member)
Headmaster,
Government Normal School, Jhelum.
9. Miss Z.M. Shah, (Member)
Principal,
Elementary College of Education, Multan.
10. Mrs. Daud, (Member)
Principal,
Elementary College for Education, Quetta.

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| 11. | Mr. Mohammad Shah,
Instructor,
Regional Education Extension Centre, Karachi. | (Member) |
| 12. | Mr. Abdul Ghaffar Siddique,
Subject Specialist,
Bureau of Curriculum & Extension Wing, Sind, Jamshoro. | (Secretary) |

GROUP - B

- | | | |
|----|---|------------|
| 1. | Khawaja Habib Ahmad,
Deputy Director of Education (Curr)
Bureau of Curriculum, Quetta Baluchistan. | (Chairman) |
| 2. | Mr. Manzoor Ahmad,
Principal,
Government Teachers Training Institute (Men)
Qasimabad, Karachi - 19. | (Member) |
| 3. | Mr. Azhar Ali Siddiqi,
Principal,
KMC Teachers Training Institute, Azizabad,
F.B. Area, Karachi - 38. | (Member) |
| 4. | Mrs. Najam R. Hashmi,
HST Elementary College of Education (Women)
Baba-e-Urdu Road, Karachi. | (Member) |
| 5. | Ch. Noor Elahi,
Principal,
Elementary Teacher Training College, Sargodha. | (Member) |
| 6. | Mr. Mohammad Razi,
Subject Specialist,
Government College for Elementary Teachers, Mianwali. | (Member) |
| 7. | Mr. Abdul Aziz,
Headmaster,
Government Normal School, Kamalia (Faisalabad). | (Member) |
| 8. | Miss Mansoor Bhatti,
Subject Specialist,
Government Elementary Teachers Training College
for Girls, Jaubharabad. | (Member) |

9. Miss Z. Karam Bux, (Member)
Principal,
Government Elementary Teachers Training College (Women)
Model Town 'A', Bahawalpur.
10. Mr. Raja Abdul Aziz, (Member)
Principal (officiating),
Government College for Elementary Teachers,
Pindora, Rawalpindi.
11. Mr. Ch. S.A. Rustam, (Member)
Principal,
Government College of Teachers Education,
Lala-Musa (Gujrat).
12. Mr. Kanwar Mohammad Amin Chohan, (Member)
KMC Teacher Training Institute, Korangi (Karachi).
13. Mr. Khurshid Ahmad, (Member)
Headmaster,
Government Teachers Training School (for boys), Quetta.
14. Mr. Mohammad Salim-ul-Haque, (Member)
Headmaster,
Government Teachers Training Institute, Mastung.

INAUGURAL ADDRESS

Delivered by

PROFESSOR MOHAMMAD ISMAIL SATHI,

Education Secretary, NWFP.

R. Vice-Chancellor, Ladies and Gentlemen,

It is a pleasure for me to welcome you all to Peshawar. I feel honoured to address such an elite gathering this morning. On your way to Peshawar you might have faced some difficulties but I hope you will feel comfortable now.

You have been assigned a very sacred and important job of preparing curricula for PTC and CT programmes of the training institutions of your country. In view of the teachers' role in nation-building, the Government attach great importance to this subject and have spent a lot of money from the public exchequer on it.

The teachers are really the nation-builders of our new generation. Unless we have the proper type of teachers in our educational institutions we cannot expect good citizens and the type of people we need for the progress and maintenance of our country.

The New Education Policy (1972-80) has also laid great emphasis on the improvement of the Teacher Education system to meet the growing needs of the country. The policy inter alia envisages that all the facilities for Teacher Education will be increased by reorganizing the Teacher Education Programmes and by introducing innovative techniques. Some of the other steps included in the policy are the introduction of pedagogy as a subject and expansion of the normal teacher education programmes.

The need for re-orientation/reconstructing of our teacher education curriculum for all levels has long been felt. With the revision of the curricula for primary stage and the proposed revision of the curricula for the elementary stage which is now under way, the need for providing sound basic education and professional training to teachers has become all the more acute. The new curricula cannot be effectively implemented unless the teacher education curriculum is also simultaneously revised so as to incorporate in it the new orientation, which has inspired the entire process of revision of curricula in the country.

Keeping these pressing considerations in view, the Federal Ministry of Education has undertaken a comprehensive project to revise the teacher education curricula for all stages. As a first step, the teacher education curriculum for the elementary stage has been revised. A National Committee for the revision of elementary teacher education curriculum was constituted in 1973. This committee at its first meeting prepared a preliminary report which was circulated for seeking comments of all pertinent agencies.

Later on deliberations were held on this report in many educational forums and formal comments were also received from many educators and Provincial Departments of Education. Certain preliminary reports on the subject received from various expert agencies were utilized for drawing up some of the recommendations. Besides the committee kept in view the requirements of the foundational programme of universal free and compulsory elementary education for five years, to be gradually raised to 8 years, and also new demands on teacher education which require the prospective teachers to shoulder the many-fold responsibilities envisaged in the Education Policy.

The broad outlines for preparing the curricula of pedagogical subjects recommended by the National Committee will be discussed in this workshop, and I hope, comprehensive curricula and syllabi will be prepared in the light of which textbooks will be written on the subject for our prospective teachers. The committee has made the minimum necessary recommendations which in its opinion are crucial to the improvement of elementary teacher education in Pakistan.

Besides the curricula, this workshop will also make recommendations as to how the best talents can be attracted and recruited for admission in to the training institutions.

We have to prepare and provide such teachers to the country who could meet our national requirements. Our prospective teachers must be aware of the implications of the time - the social forces and conditions influencing the educational endeavour. They should study the characteristics of projected changes in the society and be able to identify the societal ingredients that have implications for education.

New curriculum materials are emerging to integrate all the basic sciences and purposeful agro-technical education. This integrated approach is likely to gain popularity in the future, thereby influencing the background preparation of the prospective teachers in the basic sciences and agro-technical studies.

The prospective teacher should be made aware of the current research on learning. He should enter the profession with a concept of learning that makes sense to him so that he can use it in the classroom. Equipped with this concept the teacher is more likely to select suitable materials of instruction and to use them more efficiently and intelligently. More emphasis should be placed on the learning process.

The future teacher will need to be more concerned about individual difference in the classroom, about pupil behaviour, symptomatic differences in their physical and mental maturity, about the impact of society and sub-cultures on motivation and about the many factors producing frustration which seriously affects the classroom situation.

Traditional methods and courses cannot help the teacher meet the challenge of the modern classroom. The teacher must use the methods, techniques and materials to handle the environmental problems and inter-personal relationships. At the same time attention must be given to self-learning devices, the potential use of television and other electronic laboratory materials, and other systems of instructions, for example, filmed programmes and instructional units.

Prospective teachers should develop proper understanding of educational measurement and evaluation. Experience in designing evaluation materials for the wide range of teaching objectives, pupils ability and environmental conditions is essential to successful teaching. Evaluation techniques must change as do objectives, content and methods of education in order to meet the new conditions.

As duties and responsibilities of teachers are becoming more complex, there is need for a new approach to selection, recruitment and admission to the profession. Personal characteristics and qualities essential for effective teaching must be identified. Investigations, must be made about what makes a good teacher 'good'.

In selecting future teacher, more information needed about the emotional make up of good and poor teachers to discriminate between those who should and those who should not enter the profession.

Screening processes need to be developed to identify individuals who have the necessary mental ability, interests, dedication, emotional stability and the qualities of leadership that ensure success in the profession. The teacher is a pivot around which the whole system of education revolves. More any professional worker, the teacher has to be a dedicated person.

His code of ethics should encourage him to be self-sacrificing, finding pleasure and joy in nurturing young minds, inspiring right attitudes in the students towards themselves, society and the country. If we have a good and competent teacher today, we would expect to have good citizens tomorrow. The personality of the teacher is as valuable as his knowledge and professional skills. The teacher education programme, therefore, aims at improving the quality of teachers.

We should, therefore, prepare such curricula which could inculcate the qualities mentioned here and achieve the objectives of teacher education.

As already said you -have been entrusted with work of very high responsibility and I hope you will discharge this national duty diligently, efficiently and with full dedication with the help of the vast and deep knowledge and the long experience of the subject that you have at your command.

I assure the organizers on my behalf and on behalf of the Education Department, NWFP of our best cooperation and help not only in running this workshop successfully but also, so far as we are concerned, in the implementation of the curricula which will be prepared here.

With these words I declare the workshop open and wish you success and happy stay in Peshawar once again.

PAKISTAN PAINDABAD

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**FAREWELL ADDRESS**

Delivered by

**Dr. G. M. Khattak**

**Vice-Chancellor, University of Peshawar.**

Dr. Shah, Dr. Siddiqi, members of the Coordination Committee, delegates ladies and gentlemen,

It gives me great pleasure to attend this morning the closing ceremony of the National Workshop on Elementary Teacher Education Curriculum organized by the Curriculum Wing of the Federal Ministry of Education and Provincial Coordination in collaboration with College of Education, Peshawar University and the Bureau of Curriculum Development and Education Extension Services, NWFP.

As you know, universal elementary education is essential not only for the development of the country but also for running a democratic form of government successfully. This accounts for the very great emphasis which is being given to education at the primary and middle levels.

From 1974-75, about 60 lac students were enrolled at the primary and middle levels, even a small improvement in the quality of teaching at these stages could therefore create a large total impact.

The quality of teaching can be improved by improving curricula and training teachers to impart its revised course content in the most efficient manner possible. I understand this is the task to which you have been devoting yourselves during this Workshop. The planners of the workshop deserve appreciation for initiating the idea of arranging this collaborative exercise in which teachers educators from all part of Pakistan are taking part. National cohesion demands that the whole country should have auniform pattern of education. Also the very act of collecting so many education experts in one place tends to poster a uniform approach to the contry's education problems.

I am glad that you have completed the task of preparing the PTC and CT Curricula in pedagogical subjects. I congratulate all of you for completing this task of tremendous national significance. I hope that the curricula prepared by you will be implemented with equal zeal and devotion all over the country.

I bid you all good bye and hope that your stay in this University was fruitful and not too arduous.